

# Levin School



## School Charter Strategic and Annual Plan for 2015 -18

Ministry of Education Id - 2889

Principals' endorsement:	
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	

# Levin School 2015- 2018

## Introductory Section

Levin School was first established in 1890.



Levin School is a contributing state primary school, which holds the claim to being the first school in Levin. Levin School has played a vital role in the history of education in the town, first as Levin School, then as the Levin District High School. There were only 3 other schools with larger rolls in the entire country. When Horowhenua College opened in 1940, the school was no longer called Levin District High School, but reverted to its original title of Levin School. It was first situated in Queen Street until 1903, when a new six-roomed school was opened in Oxford Street (present day site of the Adventure Park). Then in 1996 it was relocated to its present location.

Levin School has occupied a number of sites within the Levin community. It is presently situated at 67 Tiro Tiro Road, on a site it shares with Levin Intermediate.

The school and district attributes its history to the relationship between the Ngati Raukawa and Muaupoko people. Both iwi have influenced and contributed to the development of the school over time.

Levin School prides itself on the multicultural nature of the school population. The school strives to make people culturally aware so that the children, staff and parents of the school work together to create the best possible learning environment for our students.

Levin School has an environment which is well kept, well maintained and well resourced. Levin School aims to provide a warm and nurturing culture, with full inclusive practises.

The Levin School Motto is:



Levin School delivers sound educational programmes based on the National Curriculum. Emphasis is placed on developing life-skills in the children such as tolerance and acceptance of others, problem solving skills, self-confidence and creativity. The extensive use of information technology provides exciting opportunities for students to learn and develop new skills. We are a Wi-Fi enabled school and are keen to develop our students ICT skills and digital literacy.

Teacher's at Levin School aim to provide an environment in which 'learning is fun' and 'interesting' things happen, themes which underpin the entire teaching programme. The joint responsibility of parents and teachers for meeting the learning needs of the child is acknowledged, and the school is developing new systems which allow it to demonstrate and report on the difference the school makes to the learning of the children in our care.

Levin School is proud of its involvement in the community that is Levin. The children are able and encouraged to take part in a wide range of sporting and cultural activities from the Performing Arts group (which represents Levin School to a wide range of community groups, including numerous retirement homes), Kapa Haka and music festivals to Softball, Mini ball, Hockey and Netball. The school has developed a close link with Reevedon Retirement Village and support from the community by local volunteers listening and reading with children. The senior class gives back to the community by participating in the 'Junior Neighbourhood Support' programme.



<p><b>Vision</b></p>	<p>The Levin School Board of Trustees, on behalf of its stakeholders, will ensure that our children are at the heart of the matter. We believe in upholding the school vision of our students being confident and competent lifelong learners who are able to achieve and are actively involved in all facets of school life.</p>
<p><b>Mission Statement</b></p>	<p>The school aims to provide a safe environment with educational opportunities that encourage students to develop sound social values, pride in achievement and respect for self and others.</p>
<p><b>Values</b></p> <p>R</p> <p>E</p> <p>A</p> <p>C</p> <p>H</p>	<p><b>RESPECT</b> We will respect self, each other, our school, our community and our environment</p> <p><b>EXCELLENCE</b> We will strive to do our best</p> <p><b>ATTITUDE</b> We will strive to have a positive attitude in all that we do</p> <p><b>CO-OPERATION</b> We will work together with adults and with our peers</p> <p><b>HONESTY</b> We will be honest in everything we do</p>
<p><b>Principles</b></p>	<p>The following principles underpin the Levin School curriculum. (NZC p9)</p> <ul style="list-style-type: none"> <li>High Expectations</li> <li>Treaty of Waitangi</li> <li>Cultural Diversity</li> <li>Inclusion</li> <li>Learning to Learn</li> <li>Community Engagement</li> <li>Coherence</li> <li>Future Focus</li> </ul>

# Strategic Goals 2015 – 2018

We have identified three strategic goals for the school over the next 3 years. They are:

## Strategic Goal 1:

To deliver the New Zealand Curriculum as evidenced by progress and achievement in relation to National Standards to enable each child to develop their full academic and social potential.

Strategy	Activities	Expected Outcomes
<i>To develop and deliver the NZ curriculum with regard to the special character of the school, its community and students.</i>	<ul style="list-style-type: none"> <li>• Develop the curriculum across a range of areas that is reflective of identified needs and the special character of the school</li> <li>• Plan for and deliver the curriculum through a variety of challenging and stimulating learning activities which accommodate the diverse needs of students and identified priority groups</li> <li>• Undertake regular curriculum review to ensure that learning and content is effective and appropriate</li> <li>• Regular review of the school environment, property and resources to ensure the health and safety of the students</li> </ul>	<ul style="list-style-type: none"> <li>• An evolving curriculum which accommodates and provides opportunities for the diverse needs of learners and is in keeping with the special character of the school and its community</li> <li>• A stimulating, supportive and safe learning environment</li> <li>• The curriculum is current and well able to meet the needs of diverse learners and where deliberate acts of teaching are an integral part of day to day teaching</li> <li>• The curriculum will reflect the School's local context and utilise where possible the expertise and resources of the local community</li> </ul>
<i>To ensure the BOT, Management and Teaching Staff address their obligations as specified in the National Administration Guidelines to ensure the curriculum is current, aligned with National Education Goals and develops both the academic and social potential of the child.</i>	<ul style="list-style-type: none"> <li>• Regular cycle of reviews of BOT policies ensuring these are in line with requirements under               <ul style="list-style-type: none"> <li>○ NAG 1: Teaching and Learning Programmes</li> <li>○ NAG 2 and 2a: Planning, Reporting and Self Review</li> <li>○ NAG 3: Employment and Personnel Matters</li> <li>○ NAG 4: Financial and Property Matters</li> <li>○ NAG 5: Safe and Healthy Environments</li> <li>○ NAG 6: Other Legislative Requirements</li> <li>○ NAG 7&amp;8: Reporting Requirements</li> </ul> </li> <li>• Self-review of teaching to ensure it is consistent with National Educational Goals and the NZ Curriculum</li> <li>• Professional Development for management, teaching staff and BOT</li> <li>• Regular self – reviews of the delivery and</li> </ul>	<ul style="list-style-type: none"> <li>• Government and Management have self-review practices in place to ensure they are meeting their obligations and responsibilities under the National Education Guidelines</li> <li>• That curriculum is current and well able to meet the needs of diverse learners</li> </ul>

	<p>implementation of the curriculum by management and staff, BOT processes and the Change Implementation plan</p> <ul style="list-style-type: none"> <li>• Make professional development opportunities available for teachers in order to remain current, relevant and innovative with planning and reviewing their teaching practice within classrooms and across the school</li> </ul>	
<p><i>To set and report on, annual student achievement targets</i></p>	<ul style="list-style-type: none"> <li>• Management and teaching staff develop annual curriculum and achievement targets which are formed in relation to National Standards</li> <li>• Staff conduct formative and summative assessments which allow a student's progress to be measured</li> <li>• Reporting to parents in plain English at least twice a year on students' progress in relation to National Standards</li> <li>• Regular cycle of reviews of BOT policies ensuring these are in line with requirements under <ul style="list-style-type: none"> <li>○ NAG 1: Teaching and Learning Programmes</li> <li>○ NAG 2 and 2a: Planning, Reporting and Self Review</li> <li>○ Nag 3: Employment and Personnel Matters</li> <li>○ NAG 4: Financial and Property Matters</li> <li>○ NAG 5: Safe and Healthy Environments</li> <li>○ NAG 6: Other Legislative Requirements</li> <li>○ NAG 7&amp;8: Reporting Requirements</li> </ul> </li> <li>• Review of teaching through the appraisal process to ensure it is consistent with the practicing teacher criteria (PTC)</li> <li>• Meet practicing teacher criteria.</li> <li>• Professional development for management, teaching staff and BOT</li> </ul>	<ul style="list-style-type: none"> <li>• A clear indication of the progress of the students at Levin School for all relevant stakeholders</li> <li>• Assessment provides useful information on student progress and is used to formulate 'next steps' and deliberate acts of teaching in reaching a target</li> <li>• The development and reporting of academic Charter goals in relation to National Standards</li> <li>• Appraisal processes will be current and documented</li> </ul>



## Strategic Goal 2:

To develop a clear shared vision of what success for 'Maori as Maori' looks like at Levin School and implement strategies accordingly.

Strategy	Activities	Expected Outcome
<i>To differentiate classroom programmes to meet the needs of all students. This includes identities, cultures and languages.</i>	<ul style="list-style-type: none"> <li>● Agreement recorded on what differentiation means</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom programmes will be inclusive and tailored to recognise and respond to individual student's cultures, identities, languages, interests and needs.</li> </ul>
<i>To enquire why Maori students, especially boys are less successful than other ethnicities</i>	<ul style="list-style-type: none"> <li>● Reading and discussing recent research on Maori succeeding as Maori</li> <li>● More in depth unpacking of Ka Hikitea and Tataiako</li> <li>● Collaborating with Maori students, parents, families, whanau and Iwi.</li> <li>● Unpack Russell Bishop's 'Effective Teacher' model.</li> <li>● Discuss ways that teachers can make their classrooms more culturally responsive and inclusive.</li> <li>● Read and discuss School Evaluation Indicators</li> </ul>	<ul style="list-style-type: none"> <li>● Culturally intelligent teachers who demonstrate on a daily basis that they are responding to every student's identity, culture and languages.</li> <li>● Improvement in the academic outcomes for our Maori students, especially the boys</li> </ul>
<i>To seek professional and local expertise to develop a clear shared vision of what success for Māori as Māori looks like and implement strategies to address this. Consult with parents, families and whānau.</i>	<ul style="list-style-type: none"> <li>● Consult with Matua Chris Wilton from the Muaupoko Tribe who has strong links to Levin School</li> <li>● Consult with Di Rump who is CEO of the Muaupoko Tribal Authority</li> <li>● Consult with SWIS worker</li> <li>● Use Hautu as a BOT resource</li> </ul>	<ul style="list-style-type: none"> <li>● All staff will have an understanding of what success for Māori as Māori means, and promote this success in their classrooms.</li> <li>● Māori students will feel valued and capable.</li> </ul>
<i>To develop a Māori Education Plan with the parents, families, whānau and community, based on aspirations for their children.</i>	<ul style="list-style-type: none"> <li>● To develop genuine reciprocal educational partnerships with parents, families, whanau and Iwi through:               <ul style="list-style-type: none"> <li>○ Reading and discussing current research</li> <li>○ Asking parents for their opinions and ideas</li> <li>○ Developing student voice/agency</li> <li>○ Input from Muaupoko and SWIS</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Māori Education Plan that is co-constructed and belongs to the Leaders, staff, parents, students, families, whānau and community</li> <li>● Parents feel knowledgeable, empowered and able to be more involved with their child's learning journey</li> <li>● Improved educational outcomes for Māori students</li> </ul>

## Strategic Goal 3:

To have a fully resourced school that enables children and teachers to participate in the modern world.

Strategy	Activities	Expected Outcome
<i>To develop classrooms as modern learning environments, and to use ICT technologies in teaching and learning</i>	<ul style="list-style-type: none"> <li>• Undertake where possible modifications to classrooms to ensure they are modern learning environments</li> <li>• Obtain necessary equipment and software to support blended learning.</li> <li>• Ensure staff have the opportunity to participate in professional development for e-learning</li> <li>• Enable all students to have access to ICT devices which support their learning</li> <li>• To join in Phase 2 of the Te Hinaki project</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom design and furnishings support blended teaching and learning</li> <li>• Teachers are confident and well equipped to deliver e-learning</li> <li>• ICT technologies are fully integrated into the teaching and learning activities of Levin School</li> <li>• Student learning and achievement is improved</li> <li>• All families have the opportunity to access personal devices</li> </ul>
<i>Actively manage school finances and resources so they support the Charter in an appropriate way</i>	<ul style="list-style-type: none"> <li>• Sound financial management including regular monitoring and reporting, and the preparation of an annual budget</li> <li>• Apply for external grants</li> <li>• Keep Home and School informed of financial needs and resourcing plans</li> <li>• Maintain accurate inventories of existing equipment and resources and develop a schedule for upgrading and replacing</li> <li>• Encourage care and maintenance of resources by students, staff and community</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of the financial position</li> <li>• Strive for break-even budgets</li> <li>• Fundraising to supplement purchasing of resources and school activities</li> <li>• A good working relationship with the Home and School</li> <li>• Resources are well maintained, looked after and replacement is planned for</li> <li>• Community working bees will encourage pride of ownership for the community at large</li> </ul>
<i>To develop a property management and grounds maintenance programme</i>	<ul style="list-style-type: none"> <li>• Development of a 5YA and a 10 year property plan</li> <li>• Completion of regular compliance checks and planned maintenance</li> <li>• Consult with school community to canvas their ideas and input for the development of the school facilities</li> <li>• Develop and sustain an organic school garden</li> <li>• Plan for future development of the school hall – acoustically and for extension.</li> <li>• Review of closed Special Needs Facility - with regard to future use.</li> </ul>	<ul style="list-style-type: none"> <li>• Compliance with MoE Directives</li> <li>• The school environment is an asset to school users and the local community</li> <li>• Well maintained buildings, infrastructure, and grounds which are safe for children, teachers and community users</li> <li>• School garden and produce integrated into the curriculum</li> <li>• A hall that does not echo and can be used for community events</li> <li>• Productive use of the empty ‘Special Needs Facility’</li> </ul>

# Annual Strategic Goals 2016

**To deliver the New Zealand Curriculum as evidenced by progress and achievement in relation to National Standards to enable each child to develop their full academic and social potential.**

**Overarching Goal:** Through the inquiry process raise achievement for all learners, with a particular focus on accelerating Māori boys' progress and achievement.

Cultural and Linguistic Responsiveness and Inclusiveness	<b>Educationally Powerful Connections with Parents, Families &amp; Whānau</b>	Instructional Capability	Evaluative Capability	Organisational Capability
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**Expected Outcome 1:** All staff will make relevant, evidence based changes to their teaching practice, so that learners are engaged, progress and achieve.

Issues	Actions to meet the outcome	Resources and Time frame	Personnel	What we will see happening differently
Data gathered for supporting progress and achievement needs analysing to identify patterns and trends across and within groups, This process needs to be embedded consistently school-wide.	<p><b>1.</b> Leaders and teachers will collectively gather and deeply analyse achievement data to identify the most at risk cohort of students that will then become the Target Students. They will identify trends, issues, strengths and weaknesses and develop a plan to act on these findings.</p>	<p>Syndicate/Team Meetings.</p> <p>Term 1 2016 onwards</p>	<p>Leadership Team with staff.</p> <p>Maureen Scott (Senior Advisor)</p> <p>Judy Gross (SAF)</p>	<p>A consistent process that is embedded across the school, for analysing data and taking action. Data gathered will be used to support progress and achievement. This will result in accelerated student achievement.</p>
There is now a school-wide process for frequently monitoring Target Students' progress and achievement. There is a need for further development , so that all teachers know, and choose the right deliberate acts of teaching in a timely manner.	<p><b>2.</b> As a staff, review the tracking and monitoring process and discuss and record students' progress during structured staff meeting times.</p>	<p>Term 1 onwards. Twice a Term.</p>	<p>Leadership Team with staff</p>	<p>Collaboration Learning Talk</p>
	<p><b>3.</b> Teachers will discuss and share successes and challenges focused on deliberate acts of teaching.</p> <p>As part of staff meetings, reflective time will be scheduled for all teachers. Teachers will take immediate action if a student is not progressing by:</p> <ul style="list-style-type: none"> <li>• Discussing with colleagues</li> <li>• Informing Syndicate Leaders</li> <li>• Undertake an inquiry</li> </ul>	<p>Ongoing</p> <p>Resources: NZC, Literacy Progressions, National Standard Indicators and the Numeracy Framework.</p>	<p>All teachers</p> <p>PLD from the CPL - Literacy Reading focus</p>	<p>Systems and processes will ensure quality thinking and teaching to meet the needs of individual students.</p> <p>Students will demonstrate accelerated learning and achievement</p>

	<ul style="list-style-type: none"> <li>• Puzzles of Practice</li> <li>• Discuss with the student's parents, families.</li> <li>• Seek outside agencies for support.</li> </ul>			
<b>To develop a clear shared vision of what success for 'Maori as Maori' looks like at Levin School and implement strategies accordingly.</b>				
Māori boys had the highest percentage of not reaching National Standards.	<p>4. Differentiate classroom programmes to meet the needs of all students. This includes identities, cultures and languages.</p> <ul style="list-style-type: none"> <li>• Agreement recorded on what differentiation means.</li> <li>• Discuss and implement 'inclusive practice.'</li> </ul>	<p>SAF SE &amp; S (Special Education)</p> <p>Ongoing Inclusion Survey results</p>	<p>All teaching staff.</p> <p>T1 – 3, 2016.</p>	<p>Classroom programmes will be inclusive and tailored to recognise and respond to individual student's cultures, identities, languages, interests and needs.</p>
	<p>5. To inquire as to why Māori students, especially boys, are less successful than other ethnicities by:</p> <ul style="list-style-type: none"> <li>• Reading and discussing recent research on Māori succeeding as Māori</li> <li>• Further unpacking Ka Hikitia and Tātaiako</li> <li>• Collaborating with Māori students, parents, families, whānau and Iwi.</li> <li>• Unpacking Russell Bishop's 'Effective Teacher' model.</li> <li>• Discussing ways that teachers can make their classrooms more culturally responsive and inclusive.</li> </ul>	<p>Term 3 -4</p> <p>SAF resources</p> <p>Term 1 onwards.</p>	<p>Principal to co-ordinate:</p> <p>Parents, families and whānau.</p> <p>Chris Wilton Matua</p> <p>Hinerau Nepia (SWIS)</p> <p>Di Rump CEO Muapoko Tribal Authority</p> <p>Judy Gross (SAF) to give PD to Change and Improvement Team.</p>	<p>Culturally intelligent teachers who demonstrate on a daily basis that they are responding to every student's identity, culture and languages.</p>
	<p>6. Seek professional and local expertise to develop a clear shared vision of what success for Māori as Māori looks like and implement strategies to address this. Consult with parents, families and whānau.</p> <p>* Evidence is provided in the classroom, in teaching, planning, assessment and student, teacher interactions.</p>	<p>Term 1 onwards</p> <p>Ongoing Hautu document as a BOT resource.</p>	<p>Parents, families and whānau.</p> <p>Chris Wilton Matua</p> <p>Hinerau Nepia (SWIS)</p> <p>Diane Rump</p>	<p>All staff will have an understanding of what success for Māori as Māori means, and promote this success in their classrooms. Māori students will feel valued and capable.</p>

			(Muaopoko Iwi Rep)	
There is a lack of clarity around progressions that need to be taught to accelerate student progress to meet the expected levels for their time at school.	7. Through school-wide and syndicate/team professional development, teachers will have a shared view of what accelerated progress is. They will have a good working knowledge of expected learning progressions and outcomes. They will use supporting documents to inform learning and teaching pathways.	All year development linked to appraisal.	Leaders and teachers.  Resources: NZC, Literacy progressions, National Standard indicators, Numeracy progressions.  PLD provided	A clear understanding of what acceleration means.  Greater engagement resulting in accelerated student progress.  All teachers agree to a shared vision and expected achievement levels for all students.
	8. Implement a robust teacher appraisal and assessment system, (that includes cultural competencies,) using the pedagogy from the Education Council workshops.  Include evidence of the difference teachers have made through teacher portfolios.	All year 2016.	Leadership Team	Teachers will have a clear appraisal process and expectations. The process will be more focused and robust so that the school can resource and support areas of need.

**Expected Outcome 2:** To engage and form reciprocal partnerships with parents, families and whānau to produce better educational outcomes for their children.

Issues	Actions to meet the outcome	Resources and Time frame	Personnel	What we will see happening differently
It is difficult to engage all parents, families and whanau in their child's learning journey.	1. Review the process for reporting to parents so it includes next learning steps and how parents can support learning at home. Use plain language so all parents can understand. Provide a range of opportunities for oral feedback to parents on their child's learning. <ul style="list-style-type: none"> <li>Look at other school's reporting models.</li> </ul>	Term 1, 2016 and onward	Leaders and teachers. Change Team.	Parents understanding their child's report which is written in plain language. Parents knowing how their child is progressing and achieving, and How to contribute to their child's education at home.
	2. Re develop a graduate profile for Levin School.	T 3 onwards.	Leaders, teachers, students, parents and the community.	The school will have their own unique Graduate Profile for students to work towards. It will include student' parents and teachers' expectations.

	<p>3. Explore ways to successfully develop genuine reciprocal educational partnerships with parents, families and whānau through:</p> <ul style="list-style-type: none"> <li>• Reading and discussing current research</li> <li>• Asking parents for their opinions and ideas</li> <li>• *Parent Survey on Meet the teacher evening.</li> <li>• *Developing student voice/agency</li> </ul>	<p>T 3 onwards SAF I (provide research) Parents on the Change Team Students Parents, families and whānau.</p>		<p>Parents feel knowledgeable, empowered and able to be more involved with their child's learning journey.</p>
	<p>4. Develop Māori and Pasifika Education Plans with the parents, families, whānau and community, based on aspirations for their children.</p>	<p>2016</p>	<p>Leaders, staff, Parents, students, , families, whānau and community</p>	<p>Māori and Pasifika Education Plans that are co-constructed and belong to the Leaders, staff, parents, students, , families, whānau and community</p>

**To have a fully resourced school that enables children and teachers to participate in the modern world.**

<b>Goals</b>	<b>Key Focus for 2016</b>	<b>Expected Outcomes</b>
<p><i>To develop classrooms as modern learning environments, and to use ICT technologies in teaching and learning</i></p> <p><i>Actively manage school finances and resources so they support the Charter in an appropriate way</i></p> <p><i>To develop a property management and grounds maintenance programme.</i></p>	<p>To better integrate ICT into teaching and learning programmes.</p> <p>To join Phase 2 of the Te Hinaki project. Students to have access to ICT devices which support their learning.</p> <p>Effectively manage existing furniture and space in order to look at developing an ILS.</p> <p>Monitor and manage the 2016 deficit budget.</p> <p>Secure the services of a provider in order to develop an updated 5YA and 10 YPP with an emphasis on health and safety.</p>	<ul style="list-style-type: none"> <li>• ICT technologies are used effectively in the delivery of classroom programs.</li> <li>• Students have the opportunity to access personal devices.</li> <li>• Expenditure is kept within the budgetary restraints for 2016.</li> <li>• 5YA plan is implemented in order to address the Health and Safety issues and improvements in regards to MLE's.</li> </ul>

**Target for Raising Student Achievement****Year:2016**

**Strategic Goal:** Through the inquiry process raise achievement for all learners, with a particular focus on accelerating Maori boys achievement.

**Strategic Objective:** Students will demonstrate improvement in levels of achievement in reading.

**Curriculum Area:** Literacy: Reading: sub area, writing.

**Key Competencies:** All

**Identified Target Group:** Male students performing below expectations for N/S across the school, with an emphasis on Maori boys.

**Annual Target:** To raise Target group achievement in Reading through accelerated progress.

**Baseline Data:** Our end of year data and analysis as gathered for National Standards reporting (NAG2A(c)) was used to identify our target students. The numbers showing below or well below National standards: Maori students (18/58) (31%); Male students (24/70) (34%) and Year 6 (2016) (9/24) (37.5%)

**Planned Actions:****Timing****Responsibility****Resourcing**

- Target students identified individually/ listed on Special Needs Register
- Levin School Monitoring and Tracking Form for Target Students to be used for individual students.(teachers forum) Setting of long term and short term learning goals
- Review of progress (or lack off) twice termly as part of scheduled staff meetings
- 'Puzzle of Practice' professional development
- 'Puzzle of Practice' monitoring meetings to be used if student not progressing as expected
- Shared understanding of 'Deliberate Acts of Teaching'
- Deliberate acts of teaching, (over and above normal reading programme),to be noted in planning
- Reference made to Levin Schools Improvement Plan
- Collective ownership of target students
- Further unpacking of the Literacy Learning Progressions
- Across school plotting of target students (wedge graph / reading graphs)
- PLD for reading provided from Consortium of Professional Learning (CPL)

March –  
November

Principal  
Classroom  
teachers  
SAF facilitator  
PLD facilitator

BOT funds  
SAF  
facilitator  
CPL

**End of year result:****Further consideration/recommendation:**

As reading and writing are explicitly linked, it is expected that the spin off working with readers will flow on to lifting achievement in writing results as well.