



Chapel Downs
Primary School

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ANALYSIS OF VARIANCE 2018

SCHOOL NUMBER 1581

Our Chapel Downs Vision
- Achieving together

Chapel Downs shared vision of our learner is designed to empower students to thrive in the 21st Century, for our children's future.

The six learner dispositions are a combination of skills, attitudes, values and knowledge that our learning community have identified as being essential. Our students need an up-to-date curriculum that reflects not only the knowledge and skills needed for the future, but also the best teaching strategies and learning theories. The community consultation undertaken in recent years, reinforced the need for vision and direction in developing students who are life long learners. These 21st Century learning dispositions are reflected in the Ministry of Education's NZ curriculum with five competencies being integral to the way students learn and teachers teach.



Chapel Downs Learning Vision

At Chapel Downs students achieve through quality provision, leadership, teaching and learning supported by effective governance.

1. Teaching as Inquiry is used to continually improve teaching practice and student achievement.
2. In Reading / Panui, Writing / Tuhituhi and Mathematics / Pangarau all students will be achieving at the 'At' or 'Above' levels of achievement as determined by the New Zealand Curriculum Reading and Writing Standards and the Mathematics Standards.
3. NZC key competencies are delivered through the Chapel Downs Learner Dispositions.
4. Including bicultural and multi-cultural aspects within the curriculum.
5. Provide learning support for our students with Non-English Speaking Backgrounds.
6. Inquiry based approach to learning is established and the approach supports students to demonstrate a high level of proficiency of the Chapel Downs Dispositions across all areas of school life.
7. E-learning supports an integrated approach to Inquiry based learning.

Chapel Downs Community Vision

At Chapel Downs students achieve through strong engagement with our community

- 1. By promoting a strong welcoming environment where staff, students and the community all feel welcome.*
- 2. By fostering and strengthening a learning partnership.*
- 3. By working to ensure all cultures are valued and respected within our multi cultural community.*

We believe striving to succeed is built around six key areas:

- *Respect*
- *Team Player*
- *Self-Manager*
- *Communicator*
- *Investigator*
- *Perseverance*

Communicator

The Chapel Downs Learner expresses ideas and understands the ideas of others by

- Listening actively and responding to others ideas*
- Confidently sharing with others*
- Effectively using a variety of communication tools*



Team Player

The Chapel Downs Learner works well with others by

- Interacting with a range of people in a range of contexts*
- Contributing and co operating as part of a team*
- Demonstrating effective leadership*



Investigator

The Chapel Downs learner investigates by

- Being curious about their world*
- Searching for information from different sources*
- Sifting, sorting and reflecting on information*
- Developing ideas into actions and presenting findings*



Self Manager

The Chapel Downs Learner manages themselves by

- Being organised for their learning*
- Taking responsibility for their learning independently*



Respect

The Chapel Downs Learner is respectful by

- Being aware of how their actions impact on themselves, others and the environment*
- Using good manners*
- Following school rules*



Perseverance

The Chapel Downs Learner perseveres by

- Setting, working towards and evaluating goals*
- Developing a range of independent strategies to help them to complete tasks independently*



Cultural Diversity

Our School reflects Cultural Diversity by:-

- Respecting and valuing all cultures within our multi-cultural community.
- Providing learning support for our students with Non-English Speaking Backgrounds.
- Working to achieve key goals 'Pasifika Education Plan' 2013-2017 and Improving Education outcomes for Pacific Learners ERO Report 2014.
- Including bicultural and multi-cultural aspects within the curriculum.
- Acknowledging and utilising local human resources within lesson planning.

Our school reflects the unique position of the Maori culture by:-

- Acknowledging the status of the Treaty of Waitangi.
- Planning curriculum delivery around key frame work from Macfarlane's Educultural Wheel (2004)- **Whanaungatanga** (relationship), **Rangatiratanga** (self determination), **Manaakitanga** (ethos of care), **Kotahitanga** (unity of bonding).
- Adhering to Kahikitia 2013-2017 –Accelerating Success (MoE).
- Acknowledging that New Zealand is a bi-cultural nation.
- Including aspects of Tikanga Maori in formal school occasions.
- Involving designated kaumatua and kuia attached to our school.
- Singing the National Anthem in both Maori and English at formal occasions.
- Using correct pronunciation of Maori names, place names, etc.
- Reflecting the value of Maori culture within our school environment.

Our school incorporates tikanga Maori into the school's curriculum by:-

- Supporting teacher professional development to promote confidence and skill.
- Making efforts to provide kapahaka opportunities for our students.
- Using Te Reo and promoting Tikanga within the classroom.
- Promoting and participating in Maori Language Week and recognising Matariki.
- Promoting protocol and understanding through visits to our local Marae.
- Integrating across the curriculum whenever possible.
- Teaching Te Reo when expertise is available.

Our school discovers the views and concerns of our Maori community by:-

- Consulting with local iwi.
- Ensuring accessibility of Principal and Board of Trustees and their willingness to listen.

When a parent of a student requests that their child (ren) be provided with instruction in Te Reo Maori beyond the resources of the school, the Principal will:

- Discuss with the parent the ways the school currently involves Te Reo and Tikanga Maori in our life and programmes.
- Assist parents to gain information on schools in the district that have the capacity for more intensive instruction.

(Broad priorities established by the school over a three year period)



Chapel Downs
Primary School

Student Learning and achievement

Chapel Downs Learning Vision

At Chapel Downs students achieve through quality provision, leadership, teaching and learning supported by effective governance

1. Teaching as Inquiry is used to continually improve teaching practice and student achievement.
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3. NZC key competencies are delivered through the Chapel Downs Learner Dispositions
4. Including bicultural and multi-cultural aspects within the curriculum.
5. Provide learning support for our students with Non-English Speaking Backgrounds.
6. Inquiry based approach to learning is established and the approach supports students to demonstrate a high level of proficiency of the Chapel Downs Dispositions across all areas of school life.
7. E-learning supports an integrated approach to Inquiry based learning.

Developing a quality welcoming environment

Chapel Downs Community Vision

At Chapel Downs students achieve through strong engagement with our community

1. To promote a strong welcoming environment where staff, students and the community all feel welcome.
2. Foster and strengthen a learning partnership.
3. Work to ensure all cultures are valued and respected within our multi cultural community using Educultural concepts of **Whanaungatanga** (relationship), **Rangatiratanga** (self determination), **Manaakitanga** (ethos of care), **Kotahitanga** (unity of bonding)

School organisation and structure

Chapel Downs Organisation Vision

At Chapel Downs the staff, board and community will work to build organisation and structure

1. Review and implement strategies and procedures that ensure curriculum and resources (people, finances and property) are targeted to promote the development of the Chapel Learning Dispositions

Strategic Plan 2017-2019

(Priorities established by the school over a three year period)



Chapel Downs
Primary School


STUDENT LEARNING AND ACHIEVEMENT

Goals that focus on improving student achievement:

1. In Reading / Panui, Writing / Tuhituhi and Mathematics / Pangarau all students will be achieving at the 'At' or 'Above' levels of achievement as determined by the New Zealand Curriculum Reading and Writing Standards and the Mathematics Standards.
2. Teaching as Inquiry is used to continually improve teaching practice and student achievement.
3. NZC key competencies are delivered through the Chapel Downs Learner Dispositions
4. Provide learning support for our students with Non-English Speaking Backgrounds.
5. Inquiry based approach to learning is established and the approach supports students to demonstrate a high level of proficiency of the Chapel Downs Dispositions across all areas of school life.
6. E-learning supports an integrated approach to Inquiry based learning.

	Objectives <i>What we are planning to do</i>	Strategies <i>How are we going to do it?</i>	Anticipated duration <i>How long will it take?</i>
Literacy	*Continue to raise levels of achievement in Literacy, specifically reading comprehension and written language for all students.	*Further implement school wide professional development programmes in reading and writing.	2017-2019
	*Raise reading and comprehension levels across the school.	*Teacher inquiry for target writing groups.	2017-2019
	*Run 'Quick Sixty' Reading Support Programme.	*Two teachers running Quick Sixty Programmes.	2017-2019
	*Quick Sixty Alphabet Programme.	*Learning Assistants trained in and running Quick Sixty Alphabet Programme with Year 1 students.	2017-2019
	*Continue to set targets and report to BoT, parents, and students against National Standards.	*Etap aggregation tools reviewed and set to support this. *Redesign mid and end of year reports with curriculum levels for writing and chronological age bands for reading. Removing national standards	2017-2019
		*Read Together and Reading Together Plus workshops for parents.	2017-2019
		*Use E-asTTle reading from Year 4 to Year 6.	2017-2019
		*Reporting/discussion document for June/November reporting.	2017-2019

	*Continue to provide school wide professional development for teachers, through lead teachers and DPs.	*Professional Development will be within team meetings and teacher only days.	2017-2019
	*Continue to make assessment-based decisions to drive teacher learning and feed forward to learners.	*Use Etap to collate assessment data for teaching and learning.	2017-2019
Mathematics	Objectives <i>What we are planning to do</i>	Strategies <i>How are we going to do it?</i>	Anticipated duration <i>How long will it take?</i>
	*Continue to raise levels of achievement in Numeracy.	*Refine formative assessment strategies to ensure students receive feedback and feed forward.	2017-2019
	*Continue to provide school wide professional development for teachers, through the Mathematics lead teachers.	* Redesign mid and end of year reports with numeracy levels removing national standards	2017-2019
	*Continue to make assessment-based decisions to drive teacher learning and feed forward to learners.	*Mathematics Lead teachers attend cluster meetings and feedback to leadership team and run workshops in team meetings. * Use assessment tools such as JAM (and JAM based progress and anniversary testing kits), GloSS, PAT Mathematics, E-asTTle Maths.	2017-2019
	*Raise student achievement in strand and problem solving.	*Use teacher assistance to run MIMS Math's Learning Support Y4-Y6 programmes *Use Y3 mini MIMS Math's Learning Support Programme	2017-2019
Chapel Downs Learner Dispositions	Objectives <i>What we are planning to do</i>	Strategies <i>How are we going to do it?</i>	Anticipated duration <i>How long will it take?</i>
	*Integrate the CD Learning Dispositions and Vision as part of the daily classroom programmes.	*On-going professional development as a whole staff and in teams.	2017-2019
	*Continue to develop a shared language and understanding of the CD kid.	*Continue to promote school vision and CD Learner Dispositions and investigation model to community regularly.	2017-2019
	*Develop and refine the use of the CD Kid rubrics for consistent expectations.	*Professional Development around the teaching of age appropriate thinking skills.	2017-2019

	<p>*Implement a school wide Investigation inquiry model. (Ignite/Investigate/Inform)</p> 	<p>*Investigator model implemented through 'Discovery Fridays' and across other curriculum areas.</p> <p>*As part of the investigator disposition develop a progression of thinking tools to be used through targeted professional development.</p>	<p>2017-2019</p> <p>2017-2019</p>
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DEVELOPING A QUALITY LEARNING PARTNERSHIP- 'Achieving Together'

Goals for developing strong Learning partnership:

1. Continue to promote a strong community learning partnership
2. Ensure staff are supported as learners to develop and foster quality learning relationships

	Objectives <i>What we are planning to do</i>	Strategies <i>How are we going to do it?</i>	Anticipated duration <i>How long will it take?</i>
	<p>*Support and encourage teachers to foster partnerships with our learning community.</p> <p>* Foster stronger links with families of preschoolers to better support children and families transition to school.</p>	<p>*Consult the learning community (BoT, staff, whanau, students) regularly on strategic direction, vision and partnership opportunities.</p> <p>*Continue to promote school vision and Chapel Downs Learning Dispositions and inquiry model to community regularly.</p> <p>*Curriculum morning for maths/reading held annually.</p> <p>*Read Together workshops T2/T3.</p> <p>*Continue to have "Learning Connect" meetings with whanau after 5 weeks at school and regularly throughout the year for students in their first year of school.</p> <p>* Close working relationship with Chapel Downs Early Learning Centre.</p> <p>* School SWIS Worker.</p> <p>*Update "Ready for school booklet" and new enrollment pack.</p>	<p>2017-2019</p> <p>2017-2019</p> <p>2017-2019</p> <p>2017-2019</p> <p>2017-2019</p> <p>2017-2019</p> <p>2017-2019</p>

SCHOOL ORGANISATION AND STRUCTURE

Goals for personnel processes and systems:

Review and implement strategies and procedures that ensure curriculum and resources (people, finances and property) are targeted to promote the development of the CD Learner

	Objectives <i>What we are planning to do</i>	Strategies <i>How are we going to do it?</i>	Anticipated duration <i>How long will it take?</i>
	*Use the vision statement to drive the schools' direction.	*Consult the learning community (BoT, staff, whanau, students) regularly on strategic direction, vision and partnership opportunities.	2017-2019
	*Promote the vision statement to ensure understanding by the learning community (BoT, staff, whanau, students).	*Display the vision statement in each classroom & the hall. *Referred to during three way interviews, on school website and in newsletters.	2017-2019 2017-2019
	*Complete Chapel Downs Curriculum Delivery Plan.	*Further develop Chapel Downs Curriculum Delivery Plan	2017-2018

Annual Plan overview for 2018

Our areas for development

NAG 1 Teaching and learning programme development

Further refine and embed the Chapel Downs Learner into a school wide Curriculum Delivery Plan based on the revised New Zealand curriculum.

Continue to develop vision of the Chapel Downs Learner and link this with quality teaching practice.

Continue in all curriculum areas, with a focus on meeting / exceeding standards in mathematics and literacy.

Focus on the development of the CD Investigator Inquiry Model –actioned through school wide Discovery Friday lessons.

NAG 4 Finance

To ensure there are sustained funds to support the strategic direction.

Key focus area-

Writing PD/Resources

- o Nicky Knight
- o Angus McFarlane
- o Carol Mollard
- o Quick Sixty
- o Staffing increase

NAG 4 Property

Work with MoE to construct one roll growth classrooms.

Proceed with MoE school rebuild programme.

Enviro-Schools initiatives continued –Vegetable Garden and Waste Wise Project.

NAG 3 Human resources, staffing, professional development and performance management

Continue development of shared vision of the Chapel Downs Learner. Professional development to focus on inquiry and thinking skills.

Support new staff at the school through induction process.

Use Practising Teacher Criteria as part of the school wide performance management system.



**Chapel Downs
Primary School**

Priority areas for student achievement

- By December 2018, all teacher will have used teaching as inquiry to effectively support my identified target students and others to make accelerated progress in Writing.
- Each teacher will target 2 student below, 2 student at standard and two students above to accelerate progress in writing

School Partnership

Continue to develop school learning partnership through active communication and consultation based on the shared vision of the Chapel Downs Learner including:

- Regular newsletter
- Website
- School Facebook Updates
- Year 5 Marae Visit
- On-line calendar of events
- Survey(Health, student wellbeing Y5/Y6)
- Community meetings-Maths/Reading
- Read Together Workshops
- Staff events
- Parent Workshops
- Meet the teacher evening (Feb)
- Three-Way Conferences (June/Nov)
- Extracurricular activities
- Y0/Y1 Family Connect

NAG 5 Health and Safety

To provide a safe physical and emotional learning and working environment.

NAG 6 Attendance

Monitor student attendance and work with families to support student engagement.

NAG 2 Review focus and BOT development

Continue to review policies as set in the 'School Docs' review cycle.

Use data analysis to drive forward further school development.

Continue to present clear and valid data to the BOT based on the strategic plan.

Upskill BOT on current practices and governance role.

Annual Plan Details for 2018

Our areas for development



NAG 1				
Target	Action	Delegation (lead in bold)	Resourcing	Analysis of Variance
Mathematics	Continue target professional development lead by Maths Curriculum leader in Junior and senior school	Leadership Team SENCO Teaching Team Learning Assistants	\$8,000	Report annual targets to Board and to MoE via charter
Reading	Continue target professional development lead by Reading Curriculum leader in Junior and senior school	Leadership Team SENCO Teaching Team	\$16,000	Report annual targets to Board and to MoE via charter
Writing	Main area of professional development focus across both senior and junior school	Leadership Team SENCO Teaching Team Learning Assistants		Report annual targets to Board and to MoE via charter
Further refine and embed the CD Learner into a school wide Curriculum Delivery Plan based on the revised New Zealand curriculum.	<p>Staff PD on Chapel Downs Learner Dispositions.</p> <p>Develop rubrics for CD Learner and thinking skills tools. Refine and add Dispositions comment options to report to parents.</p> <p>PD and discussions in team meetings.</p> <p>Continue to communicate the vision/CD learner to the community through a variety of ways. (Meetings, newsletters etc.)</p>	Leadership Team SENCO Teaching Team		<p>Continued to develop Inquiry Investigator cycle has been implemented throughout the school through Discovery Friday. Self review completed at the end of 2017</p> <p>PLD carried out by facilitator - Jan Marie Kellow on thinking skills developed through inquiry</p> <p>Social studies and science topics are now thought through inquiry across the school</p> <p>The investigator model – Ignite, investigate, inform – is further being developed and student progress is reported to parents around the investigator, self manager, communicator and team player dispositions-</p>
Continue to develop the vision of the CD Learner and link this with quality teaching practice.	As above.	Leadership Team		Analysis of variance
Continue to strive for improvement in all curriculum areas, with a focus on meeting / exceeding standards in mathematics and literacy.	<p>Set targets using previous year's data from each cohort. Continue with high expectations.</p> <p>DPs and team leaders drive meetings in formative practice in mathematics and literacy to ensure that assessment is utilised to inform practice.</p> <p>Continue to monitor special needs students and provide appropriate support. Run reading workshops for parents of junior students.</p>	Leadership Team SENCO Teaching Team		Analysis of variance
Focus on the continued development of the CD inquiry investigator model – actioned through school wide Discovery Friday lessons	Embed the inquiry learning model and implement inquiry across the school – incorporating thinking skills.	Leadership team Teaching Team		<p>Continued to develop Inquiry Investigator cycle has been implemented throughout the school through Discovery Friday. Self review - leadership for inquiry completed Appointed Junior and Senior Inquiry Leaders</p>

NAG 2				
Target	Action	Delegation	Costing	Analysis of Variance
Continue to review policies as set in the School Docs review cycle.	See School Docs review cycle	Principal Board of Trustees		Chapel Downs Policies and Procedures developed in conjunction with team from 'schools docs'. Ongoing review cycle
Use data and analysis to drive forward further school development.	Use 2017 Analysis of Variance, and assessment data to plan strategically	Principal Leadership Team Board of Trustees		2017 National Standard Achievement data was presented to staff and Bot. Overall comparisons were made with data from Auckland, Otara national standards data. We also compared our Maori, Pasifica and boys and girls data. Analysis of variance
Continue to present clear and valid data to the BOT	See review cycle. Regularly report on targets to the board.	Principal Board of Trustees		Analysis of variance
Up skill Board of Trustees on current practices and governance role.	Attend Professional development opportunities to enhance BoT governance role.	Principal Board of Trustees		BoT Chair and one board member attended STA Trustees Conference in Roturua
NAG 3				
Target	Action	Delegation	Costing	Analysis of Variance
Continue development of shared vision and the CD Learner.	Professional development to focus on inquiry and thinking skills. Continue promotion of CD Learner Disposition model with the learning community.	Principal Leadership Team Staff		Continue to develop shared vision statement with Board, community and staff. Completed vision poster version to help align and promotes key vision and goals across the school
Support new staff at the school through induction process.	Continue to run induction days and review induction documentation.	DP/DP Leadership Team		DPs, Lead Teachers and tutor teachers all inducted new staff throughout 2018
Use Practising Teacher Criteria as part of the school wide performance management system.	Use Practising Teacher Criteria in the performance management System and as part of job descriptions.	Principal Leadership Team		The Leadership team worked with consultants to introduce the new RTC and appraised staff throughout the year on personal develop goals and RTC. Teachers were required to produce evidence on RTC criteria. Principal, DPs were assessed against RTC and development goals with by two Contracted outside appraisers. Developed annual appraisal summary
NAG 4				
Target	Action	Delegation	Costing	Analysis of Variance
Work with MoE Property division on building - Roll Growth Classroom School Rebuild Programme 1x FYP	Work with MoE	Board of Trustees MoE Portacom		Board of Trustees
Enviro-Schools initiatives continued.	Continue school-wide Enviro Programmes Plant vegetable garden Maintain worm farms/Compost	Barry Pearman Enviro Team Year 3 Students	\$10,000	Vegetable garden now well established and all produce is shared with the community. Enviro group and classes are working with Barry Pearman to plant maintain and construct compost bins and worm farms.

NAG 5

Target	Action	Delegation	Costing	Analysis of Variance
To provide a safe physical and emotional learning working environment.	Continue to promote and celebrate the shared school's values. Life Education Programme	All staff Life Ed trust	\$5000	Senior playground repairs completed Install Autex in A5,A11,A14,A15 Early learning centre-Reclad western gable repair, replace, roof on building extension. Replace carpet in B26 Replace outdoor deck carpet on ramp near A5 Life Education Caravan Programme run school wide in term 4

NAG 6

Target	Action	Delegation	Costing	Analysis of Variance
Monitor closely Student attendance to help learning	Complete electronic attendance register daily by 9.15 am & 1:55 pm. Refine use of Etap attendance. Continue to develop tracking systems to monitor the attendance of students. Send and receive Txt response for absent students	SENCO, DPs Admin staff, Classroom teachers, DPs SENCO SWIS Truancy Officer (Strive) Community Police	Etap annual cost \$5,300	Reported on attendance rates to BOT Term 3 2018 Update procedures implemented aimed at improving attendance across school including- <ul style="list-style-type: none"> Weekly care meeting to monitor and set action plans for attendance Attendance letter sent home regular for students with poor attendance Positive attendance letters posted out after term two to students with excellent attendance Attendance rates reported to parent at T2/T4 Parent Teacher Interviews and on student reports Refer to Strive attendance Work with NZ Police Txt service set up through Etap

Junior (Y1-Y3) Target for improving student achievement in WRITING 2018

TARGET: By December 2018, I will have used teaching as inquiry to effectively support my identified target students and others to make accelerated progress in Writing.

Actions (what we did)

- Year 2 and 3 teachers each selected 6 target students who were at varying levels of achievement at their 2017 anniversary. There were 52 students altogether.
- At least 5 of the 6 target students in each class were to be Maori or Pasika (priority students).
- There were 17 Maori students and 33 Pasifika students.
- Through the inquiry cycle, teachers worked in year groups mainly, to plan targeted instruction to accelerate achievement and progress within the classroom programme.
- A change in timetabling to allow more time for writing was requested and granted.
- The weekly planning, appraisal discussions and teachers' inquiry documents are evidence of their thoughts and actions re progress of students.
- Groups of teachers met regularly to discuss challenges and inquiry tracking documents were updated for each student.
- Teachers all observed a colleague taking a writing lesson. These observations were followed by oral and written feedback and feedforward sessions, with next steps co-constructed.
- Teachers were given professional development related to writing and class groups for writing. This was facilitated by Dr Nicky Knight. Sessions were in January- Hooking Students into Writing. On the 21st and 27 March Nicky modelled group writing in classes. Nicky took a staff meeting on 23 May on Conferencing-Feedforward and Feedback in Writing. On 22 August Nicky modelled lessons to whole classes. There was time for questions and discussion at a staff meeting after school.

Outcomes (what happened)

- 1 student made accelerated progress
- 30 students made a year's progress. (At to At expected level)
- 21 students made some or no progress.

Reasons for the variance (why did it happen?)

- We altered our guidelines slightly after NS were dropped. This supporting document may have had too many criteria (next steps) for teachers to get their heads around in one year?
- The longer time allowed for writing did not yield hoped for results.
- Several children within the target group had significant absences - over 20 days and in a couple of cases 30 plus days

Evaluation (where to next?)

- Senior leaders will inquire into whether the adjusted guidelines document is suitable. If it is to be retained in its present form, more professional development needs to take place around its use in 2019. We were not at all happy with the outcomes this year.
- In 2019 leaders of learning will continue to monitor 10 of the year 3 students (in Y4 2019) and 3 of the year 2 students (in Y3 2019) who dropped back.
- We will continue to have high expectations of ourselves and our students and to build positive caring relationships with our students and their whanau by giving rich experiences to develop confidence so that students will progress and achieve at or above expected levels.

****Oracy Group** Year 1 teachers were asked to choose 6 target students and work on developing oracy instead of writing. There is an afternoon focus on developing confidence in vocabulary and sentence structures in the year 1 area as many students enter school with an oral language age below their chronological age. Eventually these skills will be a strong foundation for developing their writing. Students are tested on oral language after 5 weeks at school and in 2018 a group were tested again at the end of the year. At the beginning of the year only 2 of the group had an oral language age that was equivalent to their chronological age. By December the average oral language age increase was 14 months and 5 students had an oral language age that was equivalent or above their chronological age. Teachers' reflections on their goal all tell of a love of writing developing and students wanting to contribute ideas and ask questions.

Senior School Y4-Y6 Target for improving student achievement in WRITING 2018

TARGET: By December 2018, we will have used teaching as inquiry to effectively support our identified target students and others to make accelerated progress in writing

Actions (what we did)

- Senior leadership and teachers identified and collected data and evidence through the year to monitor the progress and achievement of students in this group against their expected level of achievement. This was entered in a class inquiry document started in Term 1 and includes levels, attendance, reflections, and next steps. This document was updated at the end of each term.
- Target children were selected from each class - two higher students, two students working at the expected level, two students working below the expected level.
- Through the inquiry cycle, teachers worked with a colleague to plan targeted instruction to accelerate achievement and progress within the classroom programme.
- All senior school teachers (Years 4-6) had the goal: "By December 2018, I will have used teaching as inquiry to effectively support my identified target students and others to make accelerated progress in Writing." The appraisal discussions and teachers' documents are evidence of their thoughts re progress of students.
- Teachers participated in peer observations during a guided writing lesson across Terms 2 and 3. These observations were followed by a feedback and feedforward session, with next steps co-constructed.
- All Teachers were given professional development related to writing and class groups for writing. This was facilitated by Dr Nicky Knight.
- At syndicate meetings each term all teachers involved discussed students' writing challenges and their own challenges around how to overcome these. We then discussed strategies others had tried and/or had found worked, to move students on with their writing.
- Writing was moderated across the senior team early in term 4 and this included a moderation session between Y3/Y4 across the junior/senior teams.

Outcomes (what happened) Of the 72 target students within the senior school:

- 18 students made accelerated progress (made more than one year's progress during 2018)
- 45 students made a year's progress
- This means 63 of the 72 target students made a year's progress or more
- 7 students made less than expected progress (less than one year's progress during 2018)
- 2 students left during the year.
- 1 student is achieving above the expected level in writing (Pacific Island, female)
- 49 students are achieving at the expected level in writing
- 9 students are achieving below the level we would expect in writing
- 11 students are well below the expected level in writing
- This means 50 of the 72 target students are achieving at the expected writing level or higher

Reasons for the variance (why did it happen?)

- Teachers have high expectations of themselves and their students.
- Our monitoring processes and collegial support are strong.
- Several children within the target group had significant absences - these were of 20-30+ days

Evaluation (where to next?)

- We will continue to have high expectations, to build positive caring relationships with our students and their whanau and give rich experiences to develop confidence so that students will progress and achieve at or above expected levels.
- Teachers will plan for the specific learning needs of the children in their class for developing their writing skills
- We have access to excellent resources written by effective practitioners including Dr Nicky Knight, Sheena Cameron, Gail Loane.