

## Annual Targets & Analysis of Variance 2013

School Name and Number: Broadlands School # 1698

### Focus: Writing

#### Strategic Aims:

1. Teachers monitor and reflect upon their teaching effectiveness and the impact their Writing programme is having on student learning and achievement
2. Cater for the learning needs of all students through targeted intervention and learning support programmes including Reading Recovery, Perceptual Motor Programme (PMP), Toe-by-Toe, Gifted Kids Programme (GKP) and Irlen Screening (Empowerment Learning Trust)
3. Cater for the learning needs of all students through targeted differentiation
4. Cater for all students' learning needs, especially those evidenced to be 'Below' or 'Well Below' the National Standard in Writing
5. Provide PL & D supported by appropriate resourcing

#### Annual Aims:

1. To accelerate progress for all students identified as achieving 'Well Below' or 'Below' the National Standard in Writing by more than one year
2. To increase the number of students achieving 'At' or 'Above' the National Standard in Writing

## Baseline data:

- Overall Teacher Judgements made in Term 4, 2012, were based upon sound formative and summative data which focus on three key areas-Learning conversations, learning tasks and assessment tools, including e-asTTle Writing.
- Refer to the National Standard data for Writing 2012

## Targets:

- All students achieving 'Well Below' 3.8% (3) and 'Below' 7.7% (6) the National Standard in Writing at the end of Term 4, 2012, will progress towards or achieve 'At' the National Standard in Writing at the end of Term 4, 2013.*
- To close the % disparity/gap between the students who are achieving 'Above' the National Standard in Reading of 47.4% (37) at the end of Term 4, 2012 and the students who are achieving 'Above' the National Standard in Writing of 12.8% (10) at the end of Term 4, 2013*

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen/ not happen?)	Evaluation (where to next?)
<ol style="list-style-type: none"> <li>Consolidate teachers' understanding/use of moderation of writing samples, key formative strategies, learning conversations, learning buddies, reflective journaling and teacher coaching teachers</li> <li>Implementation of e-asTTle Writing (Evaluation Associates PL &amp;D)</li> </ol>	<p><b>Target 1:</b></p> <ul style="list-style-type: none"> <li>✓ All nine students progressed towards or achieved '<b>At</b>' the National Standard in Writing <b>Target Achieved</b></li> <li>✓ Of the three students achieving '<b>Well Below</b>' the National Standard in Writing, all achieved '<b>At</b>'</li> </ul>	<p><b>Target 1 Achieved:</b></p> <ul style="list-style-type: none"> <li>✓ Higher expectations of staff</li> <li>✓ e-asTTle Writing provided more information, a bigger picture of the student and an insight into the deeper feature of their writing</li> </ul>	<ol style="list-style-type: none"> <li>Deepen teachers' understanding, pedagogy, reflective practice, teaching &amp; learning around literacy</li> <li>Consolidate teachers' use of ICT teaching and learning tools/Apps to embed literacy practices and boost students' motivation to write</li> </ol>

<p>3. Review Spelling programme school-wide (Literacy Adviser)</p> <p>4. Implement opportunities for peer observations (as per Performance Management schedule 2013)</p> <p>5. Teachers to actively use 'Teaching as Inquiry' to reflect on effectiveness</p>	<p>✓ The four students achieving '<b>Below</b>' progressed strongly but remained '<b>Below</b>'; two students left (end of Year 6, 2012)</p> <p><b>Target 2:</b></p> <p>✓ The disparity/gap between the students achieving '<b>Above</b>' the National Standard in Reading and '<b>Above</b>' the National Standard in Writing has decreased from <b>34.6%</b> to <b>21.1% (13.5%)</b> <b>Target Achieved</b></p>	<p>✓ Extent and strength of learning support programmes offered including PMP, Reading Recovery, Toe by Toe, TARP and Irlen Screening</p> <p>✓ Focused and reflective teaching and learning strategies which target the learning needs of individuals/groups</p> <p>✓ Focused and relevant PL &amp; D for teaching and support staff</p> <p>✓ Provision of additional learning support staffing in literacy (Writing) Terms' 2 – 4, 2013</p> <p><b>Target 2 Achieved:</b></p> <p>✓ Although the Target was achieved, it was achieved more so due to a decline in the number of students achieving '<b>Above</b>' the National Standard in Reading from <b>47.4%</b> (2012) to <b>32.2%</b> (2013)</p> <p>✓ This drop can be attributed to an inconsistency in moderation/inaccuracy between teachers in 2012, compared to 2013 and the movement of 'Above' students from the school. That is, greater consistency/ accuracy now exists</p> <p>Note: with 90 students, one student</p>	
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represents **1.11%** of the overall cohort

**Planning for next year:**

1. MOE Contract - Accelerated Learning in Literacy (**ALiL**) approved, 2014, targeting students '**Below**' the National Standard in Reading & Writing
2. MOE Contract - Reading Recovery 0.44 FTTE (training) for four students/30 minutes daily throughout 2014
3. iPads in Education – Introduction/implementation of 40 iPad Air school-wide with relevant Apps to support effective teaching and learning
4. Core Education e-Fellowship Award for 2014 (NE/Year 1 area)