

Annual Targets & Analysis of Variance 2015

School Name and Number: Broadlands School # 1698

Focus: Writing

Strategic Aims: (Refer also to Strategic Plan 2015 – 2017)

1. Within the process of 'Teaching as Inquiry', teachers monitor and reflect upon their teaching effectiveness and the impact their Writing programme is having on student learning and achievement
2. Cater for the learning needs of all students through specific and targeted intervention and learning support programmes including Reading Together, Reading Recovery (0.2 FTTE), Perceptual Motor Programme (PMP), Toe by Toe and Irlen Screening (Empowered Learning Trust)
 3. Consolidate MOE 'Pfs' ALL initiative from 2014 (making literacy connections between Reading and Writing)
4. Build 'Accelerated Learning in Literacy' (ALL) writing leadership capacity and provide leadership opportunities for peer support in the writing process school-wide
 5. Cater for the learning needs of all students through targeted differentiation within classroom teaching and learning programmes
 6. Provide specific and relevant PL & D to classroom teachers and support staff supported by appropriate resourcing
 7. Accelerate the progress and achievement for the students evidenced to be 'Well Below', 'Below' and 'At' the National Standard in Writing

Annual Aims: (Refer also to Annual Plan – Curriculum and Student Achievement 2015)

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:

1. Overall Teacher Judgements (OTJ's) were based upon sound formative and summative data gathered throughout 2014 which focused on three key areas-Learning conversations, learning tasks and assessment tools, including e-asTTle Writing.
2. Refer to the National Standard data for Writing 2014

Targets:

1. *All students achieving 'Well Below' 2.1% (2) or 'Below' 13.4% (13) the National Standard in Writing at the end of Term 4, 2014, will progress towards or achieve 'At' the National Standard in Writing by the end of Term 4, 2015 (Cohort of 97).*
2. *To close the % disparity/gap between the students who are achieving 'Above' the National Standard in Reading of 34.0% (33) at the end of Term 4, 2014, and the students who are achieving 'Above' the National Standard in Writing of 8.2% (8) by the end of Term 4, 2015*
Note: In so doing, increase the number/proportion of students achieving 'Above' the National Standard in Writing
3. *To close the % disparity/gap between the Male students who are achieving 'Above' the National Standard in Reading of 36.7% (18) at the end of Term 4, 2014, and the Male students who are achieving 'Above' the National Standard in Writing of 4.2% (2) by the end of Term 4, 2015.*
Note: In so doing, increase the number/proportion of Males achieving 'Above' the National Standard in Writing
4. *All students 'After 1 year at school' achieving 'Well Below' 6.3% (1) or 'Below' 31.3% (5) at the end of Term 4 2014, will progress towards or achieve 'At' the National Standard in Writing 'After 2 years at school' by the end of Term 4, 2015 (Cohort of 16).*
5. *All Maori students achieving 'At' the National Standard in Writing 88.0% (22) at the end of Term 4, 2014, will progress towards or achieve 'Above' the National Standard in Writing by the end of Term 4, 2015. (Cohort of 25)*
#Note: in so doing, increase the number/proportion (%) of Maori students achieving 'Above' the National Standard in Writing from 0.0% (0)

Analysis:

Actions: What did we did:	Outcomes: What happened?	Reasons for the variance: Why?	Evaluation: Where to next?
<ol style="list-style-type: none"> 1. Plan for and implement 'Annual Plan – Curriculum & Student Achievement' and 'Annual Plan' strategies 2015 2. Perceptual Motor Programme (PMP) in Year 1 and through targeted intervention Year 2 & above (Teachers' Aide/Registered Teacher) 3. Toe-by Toe programme through targeted intervention (Teachers' Aide/Registered Teacher) 4. Teachers actively use 'Teaching as Inquiry' to reflect on the effectiveness of their teaching practice 5. Consolidate MOE Reading Recovery intervention & training (Year 1 teacher/0.44 FTTE) from 2014 with direct links to assisting students within the writing process/literacy 6. Teacher support following MOE 'Pfs' 'Accelerated Learning in Literacy' (ALL) intervention 2014 with a focus on writing 7. Irlen Screening & monitoring of 	<ol style="list-style-type: none"> ✓ Of the students (11) achieving 'Well Below' 2.1% (2) or 'Below' 13.4% (13) the National Standard in Writing, the 2 'Well Below' left during the year. Of the 13 'Below', 5 remained 'Below', 6 progressed to 'At' and 2 left during the year ✓ However, of the 5 who did not progress to 'At', significant progress was made <p style="text-align: center;">Target 1. Achieved</p> <ol style="list-style-type: none"> ✓ The % disparity/gap between the students achieving 'Above' the National Standard in Reading 34% and 'Above' the National Standard in Writing 8.2% with a % disparity of 25.8 % was reduced to 28.1% for Reading and 21.9% for Writing for a % disparity of 6.2% . An improvement of 19.6% in % disparity reduction <p style="text-align: center;">Target 2. Achieved</p> <ol style="list-style-type: none"> ✓ The % disparity/gap between Male students achieving 'Above' the 	<ol style="list-style-type: none"> ✓ All students experienced a strongly positive attitudinal shift towards their progress & achievement in writing ✓ Focussed and relevant PL & D for teaching & support staff was a significant contributor to the progress made, including ALL (2014), Reading Recovery, PMP, Toe-by-Toe, Irlen Screening & moderation practices ✓ Strongly focussed and reflective teaching & learning strategies which target the specific learning needs of all students 	<ol style="list-style-type: none"> 1. Deepen teachers' understanding. pedagogy, reflective practice, teaching & learning in Writing /Literacy 2. Consolidate teachers' use of ICT teaching & learning tools/iPad Air/apps to support students engagement/interest in reading & targeted learning needs 3. Provide MOE Reading Recovery training with links to the writing process/literacy (Teachers' Aide/0.44 FTTE) 4. Utilise Teachers' Aide/Registered Teacher's deepening skill-base/expertise in PMP & Toe-by-Toe with links to the writing process/literacy 5. Consolidate 'Accelerated Learning in Literacy' (ALL) professional learning of ALL lead teacher into teaching & learning with a deepening pedagogical focus/understanding

<p>diagnosed students through in-school trained Irlen facilitator/SENCo & the 'Empowered Learning Trust'</p> <p>8. More specialised & focussed SENCo role school-wide, including PL & D opportunities provided (Refer to PL & D 2015) including workshops/courses on dyslexia, autism & writing moderation</p> <p>9. Strengthening inclusiveness, school culture & whanau engagement through genuine relationship building including whanau hui & Atarangi/Te Reo classes (staff & whanau together). Achievement of Maori AS Maori</p> <p>10. Provision of outstanding teaching & learning resources at all levels including text resources & ICT tools/iPad Air/apps</p> <p>11. Integration of ICT iPad Air apps into teaching and learning</p> <p>12. Specialised Teacher Aide/Registered Teacher specific intervention in Year 1 daily. Focus on scaffolding, increased engagement and the writing 'basics' a priority</p> <p>13. Student blogs school-wide added purpose to the writing process with an</p>	<p>National Standard in Reading 36.7% and 'Above' the National Standard in Writing 4.2% with a % disparity of 32.5% was reduced to 28.6% for Reading and 16.3% for Writing for a % disparity of 12.3%. An improvement of 30.2% in % disparity reduction</p> <p>Target 3. Achieved</p> <p>✓ Of the students 'After 1 year at school' achieving 'Well Below' 6.3% (1) or 'Below' 31.3% (5) the National Standard in Writing, the 1 student who was 'Well Below' left during the year. Of the 5 students achieving 'Below' ALL progressed to 'At' the National Standard in Writing 'After 2 years' at school'</p> <p>Target 4. Achieved</p> <p>✓ Of the Maori students achieving 'At' the National Standard in Writing 88%, 74.2% progressed to 'Above' the National Standard in Writing.</p> <p>However, the number of Maori students achieving 'At' or 'Above' the National Standard in Writing increased from 88% to 90.3%</p>		<p>within the writing process</p> <p>6. Establish an Literacy team</p> <p>7. Build leadership capacity through 6. On-going focus on & priority to moderation, teaching practice & teacher inquiry, including Reporoa College Year 7/8 staff</p> <p>8. Provide superior levels of resourcing based upon the specific learning needs of all students</p>
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<p>audience, sharing of learning and building partnerships</p> <p>14. Regular collegial support and learning conversations about the writing process at respective levels</p> <p>15. Collaborative/team moderation professional learning/up-skilling at all levels Years' 1 to 6</p> <p>16. Tauhara Trust #2 funded iwi into Kip McGrath weekly for 2015 (6 students)</p>	<p>ALL Maori students either progressed strongly towards achieving 'Above' the National Standard in Writing or achieved 'Above'</p> <p>Target 5. Achieved</p>		
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Planning for Next Year: Annual Plan & Strategic Plan priorities 2016:

1. Provide MOE Reading Recovery training with links to the writing process/literacy (Teachers' Aide/0.44 FTTE)
2. Utilise Teachers' Aide/Registered Teacher's deepening skill-base/expertise in PMP & Toe-by-Toe with links to the writing process/literacy
3. Consolidate 'Accelerated Learning in Literacy' (ALL) professional learning of ALL lead teacher into teaching & learning with a deepening pedagogical focus/understanding within the writing process/moderation practices
4. Sustain/consolidate 3. Above through school-wide ALL/writing peer support, role modelling & observational support/feedback
5. Build leadership capacity through 4. Above including Literacy team 2016
6. Build educationally powerful connections with whanau in partnership with Nga Pumanawa e Waru (NPeW)
7. NPeW e-Learning Plan development, including established goals (from student voice survey Term 4, 2015)