

Annual Targets & Analysis of Variance 2016

Broadlands School # 1698

Focus: Writing

Strategic Aims: (Refer also to Strategic Plan 2016 – 2018)

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, specifically the 2016 Writing Curriculum and Achievement Plan (WCaAP)
2. Cater for the learning needs of all students through specific and targeted intervention and learning support programmes including Reading Together, Reading Recovery (0.44 FTTE), Perceptual Motor Programme (PMP), Toe by Toe, Irlen Screening and the Auditory Processing Network (APN), Taupo, through the Empowered Learning Trust (ELT), Reporoa
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
8. Build educationally powerful connections with whanau in partnership with Nga Pumanawa e Waru (NPeW)
9. NPeW e-Learning Plan development, including established goals (from student voice survey Term 4, 2015)

Annual Aims: (Refer also to Annual Plan – Curriculum and Student Achievement 2016)

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..
2. Refer to the National Standard data for Writing 2014

Targets:

1. *Students at the 'End of Year 4' achieving 'Below' 18.2% (4) the National Standard in Writing at the end of Term 4, 2015, will progress towards or achieve 'At' the National Standard in Writing at the 'End of Year 5', Term 4, 2016 (Cohort of 22).*
2. *'After 1 year at school', students achieving 'At' the National Standard in Writing 76.9% (10) at the end of Term 4, 2015, will progress towards or achieve 'Above' the National Standard in Writing 'After 2 years at school' by the end of Term 4, 2016. (Cohort of 13).*
3. *To close the % disparity/gap between the students who are achieving 'Above' the National Standard in Reading of 28.1% (27) at the end of Term 4, 2015, and the students who are achieving 'Above' the National Standard in Writing of 21.9% (21) by the end of Term 4, 2016.
Note: In so doing, increase the number/proportion of students achieving 'Above' the National Standard in Writing.*
4. *To close the % disparity/gap between the Male students who are achieving 'Above' the National Standard in Reading of 28.6% (14) at the end of Term 4, 2015, and the Male students who are achieving 'Above' the National Standard in Writing of 16.3% (8) by the end of Term 4, 2016.
Note: In so doing, increase the number/proportion of Males achieving 'Above' the National Standard in Writing.*

Analysis:

Actions: What did we do?	Outcomes: What happened?	Reasons for the variance: Why?	Evaluation: Where to next?
<ol style="list-style-type: none"> Plan for and implement 'Annual Plan – Curriculum & Student Achievement' and 'Annual Plan' strategies 2016 Perceptual Motor Programme (PMP) in Year 1 and through targeted intervention Year 2 & above (Teachers' Aide/Registered Teacher) Toe-by Toe programme through targeted intervention (Teachers' Aide/Registered Teacher) Teachers actively use 'Teaching as Inquiry' to reflect on the effectiveness of their teaching practice Provision of MOE Reading Recovery intervention & training (Year 1 teacher/0.44 FTTE) in 2016 with direct links to assisting students within the writing process/literacy Provision of Irlen Screening & monitoring of diagnosed students through in-school trained Irlen facilitator/SENCo & the 'Empowered Learning Trust' Provision of Auditory Processing Disorder (APD) diagnoses facilitated by our SENCo, 	<p>Target 1.</p> <p>Students achieving 'Below' at 18.2% (4) at the 'End of year 4' achieved 18.2% (4) 'At' at the 'End of year 5'</p> <p>Target 2.</p> <p>Students achieving 'At' at 76.9% (10) 'After 1 year at school' achieved 22.2% (2) 'Above' 'After 2 years' at school'</p> <p>Target 3.</p> <p>The disparity/gap between the students achieving 'Above' in Reading at 28.1% (7) and 'Above' in Writing at 21.9% (21) increased to 31.7% (32) and 14.9% (15) respectively</p> <p>Therefore, the disparity/gap has increased from 6.2% to 16.8%</p> <p>The number/proportion of students achieving 'Above' has decreased from 21.9% (21) to 14.9% (15). Note the smaller cohort</p> <p>Target 4.</p> <p>The disparity/gap between male students</p>	<p>All Targets</p> <p>Teacher Aide time available to 1:1/small group teaching & learning during 2017 was reduced due to T/A involvement in both Reading Recovery/0.44 FTTE and MST2/0.2 FTTE cover (0.64 FTTE)</p> <p>During the MST2 cover provided within the Year 2/3 class, the T/A taught Writing for one hour/day. The T/A was not their regular classroom teacher and Writing was not integrated as preferred which may have impacted on the outcomes achieved.</p> <p>There was also an impact of large Year 5/6 class numbers (37) during 2017</p> <p>Medical Leave of the Year 6 teacher of 6 weeks in Term 4, 2016, either directly OR indirectly impacted on the overall achievement in Writing for SOME of the Year 5/6 cohort</p> <p>During 2016, there was less Teacher Aide time available to support classroom teachers and provide 1:1/small group teaching in Writing due to Reading Recovery/0.44 and MST 2/0.2 FTTE interventions provided by</p>	<ol style="list-style-type: none"> Deepen teachers' understanding. pedagogy, reflective practice, teaching & learning in Writing /Literacy Consolidate teachers' use of ICT teaching & learning tools/iPad Air/apps to support students engagement/interest in reading & targeted learning needs Provide MOE Reading Recovery training with links to the writing process/literacy (Teachers' Aide/0.2 FTTE) in 2017 Utilise Teachers' Aide/Registered Teacher's deepening skill-base/expertise in PMP & Toe-by-Toe with links to the writing process/literacy Refer to approved MOE Centrally Funded PL & D documents facilitated by Core Education. Priorities applied to the writing process (in part) include student voice, personalised learning, learner agency, transitioning practices,

<p>APN & the 'Empowered Learning Trust'</p> <ol style="list-style-type: none"> 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 9. Strengthening inclusiveness, school culture & whanau engagement through genuine relationship building including whanau hui 10. Provision of outstanding teaching & learning resources at all levels including text resources & ICT tools/iPad Air/apps 11. Integration of ICT iPad Air apps into teaching and learning 12. Specialised Teacher Aide/Registered Teacher specific intervention in Year 1 daily. Focus on scaffolding, increased engagement and the writing 'basics' a priority 13. Student blogs school-wide added purpose to the writing process with an audience, sharing of learning and building partnerships 14. Regular collegial support and learning conversations about the writing process 	<p>achieving 'Above' in Reading at 28.6% (14) and 'Above' in Writing at 16,3% (8) increased to 29.2% (14) and 12.5% (6) respectively</p> <p>Therefore, the disparity/gap increased from 12.3% to 16.7%</p>	<p>the Teachers' Aide</p> <p>Note:</p> <p><i>2016 was the first year that Broadlands School reported on N/S on a birth-date/anniversary basis throughout the 2016 academic year for all N/S milestones.</i></p> <p><i>As such, a significantly-sized cohort, has not had a full academic year of teaching, learning and opportunities for N/S Writing achievement.</i></p> <p><i>Therefore, this will be reflected in the N/S achievement data for 2016.</i></p>	<p>whanau engagement including digital involvement in the learning journey/writing of our tamariki & building inclusive and 'real' partnerships with whanau</p> <ol style="list-style-type: none"> 6. Build leadership capacity through 6. On-going focus on & priority to moderation, teaching practice & teacher inquiry, including Reporoa College Year 7/8 staff 7. Provide superior levels of resourcing based upon the specific learning needs of all students 8. Through the 'Teacher Oral Language Development' TOLD programme and KLST intervention assessment, develop oral language skills at the Year 1 & 2 levels 9. Provide opportunities for internal and external facilitation in the development of oral language in Years' 1 - 6
--	--	--	--

<p>at respective levels</p> <p>15. Collaborative/team moderation professional learning/up-skilling at all levels Years' 1 to 6</p> <p>16. Provision of smaller class sizes Years' 1 to 4</p> <p>17. Provision of extensive PL & D as per 'Annual Plan' & 'Strategic Plan' priorities and as relevant needs arose throughout 2016</p> <p>18. Tauhara Trust #2 funded iwi into Kip McGrath weekly for 2016 (8 students)</p> <p>19. Increased teaching staff focus on critical milestones and tiers of learning support within the Writing CAaP</p>			
--	--	--	--

Planning for Next Year: Annual Plan & Strategic Plan:

Build educationally powerful and inclusive connections/partnerships with whanau with Nga Pumanawa e Waru (NPeW) support, including development and implementation of the e-Learning Plan from student voice survey, Term 4, 2015

Build teacher pedagogical knowledge, skill, capability and capacity through the MOE Centrally-Funded PL & D facilitated by Core Education Priorities applied to the reading process (in part) include student voice, personalised learning, learner agency, transitioning practices, whanau engagement including digital involvement in the learning journey/reading of our tamariki & building inclusive and 'real' partnerships with whanau

Effectively and pedagogically integrate the ICT/digital/BYOD environment with a priority in the BYOD to Years' 5/6 facilitated by Lead Teacher ICT and NPeW

Co construct/develop student and teacher oral language knowledge, skills, pedagogy from Years' 1 – 6

Provide addition Teacher Aide time in 2017 to that provided in 2017