



School Name:	Broadlands School – Writing 2017	School Number:	1698
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Strategic Aim: Analysis report	<ol style="list-style-type: none">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 identified target students through targeted intervention and specific learning support programmes including Reading Recovery (0.2 FTTE), Perceptual Motor Programme (PMP), Toe-by-Toe, Teacher Oral Language Development Programme (TOLD)/KLST assessment in Years' 1, 2 & 3, Irlen Screening in Year 4, Auditory Processing Disorder (APD) Screening in Year 4, 'Hear Builder' app, Lucid Screening and Language Learning Initiative (LLI).3. Cater for the learning needs of all students through targeted differentiation within classroom programmes4. Accelerate the progress and achievement for the students evidenced to be 'Well Below', 'Below' or achieving 'At' the National Standard in Writing5. Provide PL & D to support digital, learner agency, student voice & personalised learning pedagogy (Refer to Annual Aims 3.)6. Develop inclusive transitional practices (Refer to Annual Aims 4.)7. Build inclusive whanau partnerships (Refer to Annual Aims 5.)8. Strengthen the Ngā Pumanawa e Waru (NPeW) professional association / network
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<p>Annual Aims:</p>	<ol style="list-style-type: none"> 1. To accelerate progress for all students identified as achieving 'Well Below' and '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 3. Provide specific and relevant PL & D for teaching and support staff supported by strategic and targeted resourcing including sound digital, learner agency, student voice and personalised learning pedagogy (NPeW Digital Team & Core Education-MOE Centrally-funded PL & D 2017) 4. Review and develop inclusive transitional practices at all year levels including ECE and Year 7, as such, engaging whānau and our tamariki more willingly and purposefully throughout the learning journey (NPeW Engagement Team & Core Education-MOE Centrally-funded PL & D 2017) 5. Review, build and sustain highly effective and inclusive whānau partnerships in the learning process at a digital, personal, 1:1 and whānau level, thus, removing any perceived or actual barriers to the learning journey of our tamariki (NPeW Engagement Team & Core Education-MOE Centrally-funded PL & D 2017)
<p>Target:</p>	<ol style="list-style-type: none"> 1. 85% of ALL students 'At the End of Year 5' (2016) will progress towards or achieve 'At' the N/S in Writing 'At the End of Year 6' (2017) 2. 20% of ALL students will achieve 'Above' the N/S in Writing at the end of 2017
<p>Baseline Data:</p>	<ol style="list-style-type: none"> 1. Overall Teacher Judgements (OTJ's) based upon sound formative and summative data gathered throughout 2016 in Writing which focused on three key areas: learning conversations, learning tasks and assessment tools. 2. Refer to the National Standards data and Overall Teacher Judgements (OTJ's) for Writing 2016



Tātaritanga raraunga





Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Actions: What did we do?</p> <ol style="list-style-type: none"> Plan for and implement 'Annual Plan – Curriculum & Student Achievement' and 'Annual Plan' strategies 2017 Phonics programme through targeted intervention (Teachers' Aide) Teachers actively use 'Teaching as Inquiry' to reflect on the effectiveness of their teaching practice. Provision of MOE Reading Recovery intervention 0.2 FTTE Provision of the Teacher Oral Language Development (TOLD) programme and KLST assessment at the Year 1 & 2 level (cohort of 10) Irlen Screening & monitoring of diagnosed students through in-school trained Irlen facilitator/SENCo & the 'Empowered Learning Trust' (ELT) Auditory Processing Disorder 	<p>Outcomes: What happened?</p> <p>Target 1. 78.3% (18 students) of students achieved 'At' the N/S in Writing 'At the End of Year 6' 2017 from 68.2% (15 students) at the end of 2016 An increase of 10.1%</p> <p>Target 2. 20.5% (24 students) achieved 'Above' the N/S in Writing at the end of 2017 from 14.9% (15 students) at the end of 2016 An increase of 5.6% (9 students) TARGET OF 20.0% ACHIEVED</p>	<p>Reasons for the Variance: Why did it happen?</p> <p>Target 1. Although the target of 85% was not achieved, the % of students achieving 'At' the N/S in Writing increased by 10.1% to 78.3% with a cohort increase of three students</p> <p>Target 2. The target of 20% was achieved as 20.5% of students achieved 'Above' the N/S in Writing</p> <p>All Targets. Both Targets 1. & 2. were considered then to be ambitious</p> <p>There was significant cohort enrolment movement school-wide</p> <p>Staff turnover (two new teachers in each team) & rapid roll growth placed additional pressures on numbers school-wide</p>	<p>Evaluation: Where to next?</p> <ol style="list-style-type: none"> Deepen teachers' understanding. pedagogy, reflective practice, teaching & learning in Reading & Writing/Literacy Consolidate teachers' use of ICT teaching & learning tools/iPad Air/apps to support students with priority to Seesaw school-wide Continue external consultant's Reading review to Terms' 1 & 2, 2018, to then include Writing Terms' 3 & 4, 2018 Deepen 'Teaching as Inquiry' pedagogy/reflective practice based upon CoL/Kahui Ako Oral Language priority with richer language experiences to become a focus (post Literacy Review 2017/2018) Provide superior levels of resourcing based upon the specific learning needs of all students Prioritise the building of educationally powerful connections/partnerships with whānau Build upon 'Professional Partners' reflective practice established in 2017 through NPeW

<p>(APD) screening of Year 4 students facilitated through SENCo & the ELT</p> <p>8. More specialised & focussed SENCo role school-wide, including extensive PL & D opportunities provided</p> <p>9. Facilitated by the SENCo, greater focus on 'Special Needs & Abilities' Register'</p> <p>11. Strengthening school culture & whānau engagement through genuine relationship building</p> <p>12. Provision of teaching & learning/targeted resources at all levels including text resources & ICT tools/apps</p> <p>13. Year 1 & 2 and Year 5/6 tuakana teina 'buddy' time (end of day)</p> <p>14. Tauhara Trust #2 funded iwi into Kip McGrath weekly for 2017 (6 students)</p> <p>15. Provision of a dedicated Teachers' Aide developing writing and reading skills 1:1/small group</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</p>	<p>Due to other commitments, the Reading Recovery teacher resigned during Term 1 resulting in no R/R intervention for the remainder of 2017</p>	<p>8. PLD priority to TOLD, Yolanda Soryl, Oral Language, Reading & Writing pedagogy/teaching practice school-wide moderation during staff/team meetings</p> <p>10. Implement planning A assessment guidelines to help align with OTJ's</p> <p>11. Continue to use Seesaw as an effective tool for sharing, reflecting & providing feedback/feed forward on learning</p> <p>12. Improve quality of student self-assessment & assessment-capable students through 'Peer Coaching'</p> <p>13. Promote Reading & Writing across the curriculum using SOLO to add depth & complexity to comprehension skills</p>
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Tātaritanga raraunga

<p>arose throughout 2017</p> <p>18. Increased focus on critical milestones and tiers of learning support within the Writing CAaP</p> <p>19. BOT initiated Reading/Literacy review Term 4, 2017 (including Writing from Term 3, 2018)</p> <p>20. Seesaw app trial (compared to blogs) Years' 4, 5 & 6 (Rooms' 2 & 3) to assess level of engagement & capturing of student voice & learner agency</p> <p>21. CF PLD with Core Education with priority to whanau engagement</p>			
<p>Planning for next year:</p>			
<ol style="list-style-type: none"> 1. Consultants review of Reading & Writing (Literacy) pedagogy/teaching practice school-wide 2017/2018 2. Development of a Literacy Overview 3. Increase in budget funding for Teacher Aide staffing 2018 (40 hours) 4. Principal seeking to re-appoint a Reading Recovery teacher for 2018 5. Review moderation including both summative & formative assessment practices school-wide 			