

2017 Analysis of Variance - Section 2 - Achievement Targets

Waipāhīhī School

Strategic Aim 1) Teaching and Learning

To develop collaborative and professional teaching practices across the school that provide a foundation for the delivery of an enriching, connected and blended curriculum

2017 Target 1: Year 4 Maths

- Year 3 students who were achieving *below* the National Standard and school expectation for **maths** (as identified from the December 2016 data) will make accelerated progress to be *at* or *above* the National Standard and school expectation **in Year 4** by the end of 2017.

Baseline data: End of 2016 Maths -

Mathematics by levels	Well below		Below	
	Number	%	Number	%
After 1 year at school			10	13.9%
After 2 years at school	3	3.9%	5	6.6%
After 3 years at school	11	14.1%	25	32.1%
End of year 4	2	2.2%	18	20.2%
End of year 5	1	1.2%	20	23.8%
End of year 6	4	5.7%	9	12.9%

2017 End of Year Data

Maths	Well below		Below	
	Number	Proportion	Number	Proportion
After 1 year at school	1	2.1%	3	6.3%
After 2 years at school	0		20	29.9%
After 3 years at school	2	2.8%	17	23.9%
End of Year 4	2	3.0%	21	31.3%
End of Year 5	1	1.4%	22	30.1%
End of Year 6	1	1.3%	16	20.0%

2017 Target 1: Year 4 Maths

- Year 3 students who were achieving *below* the National Standard and school expectation for **maths** (as identified from the December 2016 data) will make accelerated progress to be *at* or *above* the National Standard and school expectation **in Year 4** by the end of 2017.

A disproportionate number of this cohort have been identified by 2016 data and teacher knowledge and understanding to be achieving well below or below the National Standard in Maths. The data shows that at the end of 2016 46.2% of children in year 3 were achieving below or well below the standard. Hence this cohort becoming our target group for 2017.

Baseline Data and History (Dec 2016)

At the end of Year 3 we had a significant amount of students achieving below the standard (46.2%) in maths.

12 children out of the 36 have identified needs that an adapted curriculum is necessary and whose progress is assessed against the goals in their Independent Learning Plans. These needs vary from ADHD, ESOL, Autism, Foetal Alcohol Syndrome, Dyslexia, APD and anxiety.

Analysis of Data (Dec 2017)

We have been successful with this target especially moving children from well below (14.1% to just 3% achieving well below). 9 out of the 11 children achieving well below moved to below and 13 out of 25 children achieving below moved to at standard.

Actions to achieve targets	Led by	Review Summary (Dec 2017)
1.) Collaboration - plan and implement a rich and authentic programme	Kristin/Tim/Judy Curriculum Leaders/Team Leaders	<p>In this year group 75 children were shared between 3 teachers and a teacher aide. We had x2 pods like this consisting of year 3 and 4 children.</p> <p>Teacher aides were timetabled into the plan to either assist the classroom teacher by taking groups of children or targeting high needs children. They would also be part of the planning process.</p> <p>The teacher's decided to ability group the children in their pods for maths as they found most children achieving below felt anxious and lacked confidence with more confident children in their class. They found grouping the children this way made them feel more confident to share their workings with buddies and didn't mind being in 'the pit' or learning from mistakes. Teacher's found changing 'attitude' was highly important and grouping the children</p>

		<p>according to abilities helped with this particular group of children.</p> <p>Intense planning with the team ensured a rich and authentic maths programme was delivered where children's interests and passions were included as much as possible.</p> <p>Formative assessment was key in the beginning to identify gaps and strengths. Strengths were built upon and workshops for explicit teaching to target gaps were planned for. Explicit teaching happened daily (with the target group of children) by both the teacher aide and teacher meaning accelerated learning because of the consistency and quality of sessions. Groupings were small to ensure quality for each student.</p> <p>Modelling was deliberate and recorded and revisited regularly. Teacher's conferenced daily giving feedback and feedforward.</p> <p>Teacher's used games and experiences the children could connect with to fill the children's 'toolkit' with strategies.</p>
2.. Regular team meetings to discuss at 'At Risk' learners	Team Leaders / SENCO	A document was produced to help monitor and track the children's progress and achievement. It gave the teacher's time to discuss each child and share ideas about what works well (or doesn't) for individuals. Teacher's shared knowledge of the whole child to help build better relationships and understanding.
3. Relationships - all teachers are expected to meet face to face and establish a relationship with all Maori parents / whanau.	Team Leaders / Teachers	Connection meetings were held in Term 1 to establish connections and develop goals with the child and family. Many of these children have IEP or IBPs so would meet with the teacher's, whanau and RTLBs and other supporting agencies each term.
4. Support for RTLB and Special Education will be utilized where required for children with learning disabilities.	SENCO / Team Leader	IEP/IBPs were continued from the previous year (where nesseracy). In consultation with teaching team teachers would decide if and when an IEP or IBP was needed and then when an RTLB referral was needed. Several referrals were made during 2017.
5. Appraisals - Term 3. Teachers/support staff to have honest	Senior Leadership	Regular PD with Tony Burkin (Interlead) around the appraisal process and importance of self-reflection. This lead to teachers having

conversations around Professional Standards and Teaching Expectations.		more robust and honest conversations around their teaching practice. Together the teachers built a culture where honesty was appreciated and acted on.
6. A more holistic approach will be taken with this target group due to the nature of the children (see baseline data and history above)	Team Leader, SENCO, teachers	The teacher's took a more holistic approach to accelerating progress in Maths and understood the children's anxiety in this area. They wanted to make maths fun and change the children's attitude and self-esteem in the area. Modelling, scaffolding, precise planning and support was vital.
7. Digital Fluency and STEM - Use technology as a tool to promote mathematical skills, logic and problem solving	Team Leader, teachers PD - Mark Herring Using Technology Better Term 1	Teacher's acknowledged that most of these children prefer to work on a device. Choice was given around this. Teacher's used tools like 'teacher tools' as another model to support learning. STEM projects were planned often. These provided good opportunities for children to develop not only Maths concepts but also the Key Competencies.

2017 Target 2: Year 4 Writing

- Year 3 students who were achieving *below* the National Standard and school expectation for **writing** (as identified from the December 2016 data) will make accelerated progress to be *at* or *above* the National Standard and school expectation **in Year 4** by the end of 2017.

Baseline data: End of 2016 Writing -

Writing by levels	Well below		Below	
	Number	%	Number	%
After 1 year at school			14	19.4%
After 2 years at school	3	3.9%	16	21.1%
After 3 years at school	12	15.4%	21	26.9%
End of year 4	5	5.6%	22	24.7%
End of year 5	2	2.4%	25	29.8%
End of year 6	4	5.7%	15	21.4%

2017 End of Year Data

Writing	Well below		Below	
	Number	Proportion	Number	Proportion
After 1 year at school	0		10	20.8%
After 2 years at school	0		31	44.3%
After 3 years at school	1	1.4%	20	27.4%
End of Year 4	1	1.4%	24	34.8%
End of Year 5	1	1.4%	19	25.7%
End of Year 6	0		13	16.3%

2017 Target 2: Year 4 Writing

- Year 3 students who were achieving *below* the National Standard and school expectation for **writing** (as identified from the December 2016 data) will make accelerated progress to be *at* or *above* the National Standard and school expectation **in Year 4** by the end of 2017.

Baseline Data and History (Dec 2016)

At the end of Year 3 we had a significant number of students achieving below (26.9%) and well below 15.4% the standard in writing

11 children out of the 11 children who were well below and 2 children out of 17 who were below

have identified needs that an adapted curriculum is necessary and whose progress is assessed against the goals in their Independent Learning Plans. These needs vary from ADHD, ESOL, Autism, Foetal Alcohol Syndrome, Dyslexia, APD and anxiety.

Analysis

We have been successful with this target especially moving children from well below (15.4% to just 1.4% achieving well below). 11 out of the 12 children achieving well below moved to below and 14 out of 24 children achieving below moved to at standard.

Actions to achieve targets	Led by	Review Summary (Dec 2017)
1) Collaboration - plan and implement a rich and authentic programme		<p>In this year group 75 children were shared between 3 teachers and a teacher aide. We had x2 pods consisting of year 3 and 4 children.</p> <p>Teacher aides were timetabled into the plan to either assist the classroom teacher by taking groups of children or targeting high needs children. They would also be part of the planning process.</p>
2) Regular team meetings to discuss at 'At Risk' learners		<p>A document was produced to help monitor and track the children's progress and achievement. It gave the teacher's time to discuss each child and share ideas about what works well (or doesn't) for individuals. Teacher's shared knowledge of the whole child to help build better relationships and understanding.</p> <p>Teachers Identifies 3 areas of focus across the team</p> <ul style="list-style-type: none"> ● A disproportionate number of diagnosed dyslexic learners and a number of children who presented with dyslexic tendencies. ● A high number of children who had low phonemic awareness this was impacting on their ability to write ● A number of disengaged disinterested writers (Specifically boys)
3) Grow teacher knowledge and understanding		<p>As a team we developed a shared Professional Development programme. It was our aim to grow curriculum knowledge in a specific area for each team member, who would in turn share this new learning with the team. We budgeted for this and released teachers to</p>

		<p>observe/research/assess/gather information</p> <p>We developed new knowledge around</p> <ul style="list-style-type: none"> ● Core 5 Lexia Programme ● Minilit Literacy Programme ● Dyslexic Learners ● Boys engaging with Writing ● Best practise for Dyslexic learners
4) Implementing new learning and new programmes.		<ul style="list-style-type: none"> ● Resourced and established Lexia core 5 into our daily teaching programme ● Resourced and established Minilit Literacy Programme into our daily teaching programme ● Continued to develop Yolanda Soryl Phonics programme in our daily programme ● Incorporated key elements of 'best practise for Dyslexic learners' into our daily teaching programme
5) RTLB referral made for middle school team To improve writing capacity To engage learners, specifically boys in the writing process		<ul style="list-style-type: none"> ● Baseline data collected ● Student voice collected ● Collaborative team action plan established based on strengths and growth areas ● RTLB workshops about engaging learners in the writing process ● Universal design for learning adaptations investigated/explored
6) Relationships - all teachers are expected to meet face to face and establish a relationship with all Maori parents / whanau.		<p>Connection meetings were held in Term 1 to establish connections and develop goals with the child and family.</p> <p>Many of these children have IEP or IBPs so would meet with the teacher's, whanau and RTLBs and other supporting agencies each term.</p>
7) Appraisals - Term 3. Teachers/support staff to have honest conversations around 8) Professional Standards and Teaching Expectations.		<p>Regular PD with Tony Burkin (Interlead) around the appraisal process and importance of self-reflection. This led to teachers having more robust and honest conversations around their teaching practice. Together the teachers built a culture where honesty was appreciated and acted on.</p>
9) Digital Fluency and STEM - Use technology as a tool to promote authentic learning context and break down some		<p>Exploring the key ideas behind universal design for learning allowed children to overcome barriers such as</p> <ul style="list-style-type: none"> ● Reading.....text to speech

of the barriers for reluctant writing		<ul style="list-style-type: none">• Writing.....talk to text• Auditory.....Use of visual motivation/prompts
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