

## Analysis of variance reporting 2015

**School name:** Otatara School

**School number:** 4000

**Focus:** Raising student achievement in writing

**Strategic Aim:** Within a safe and secure learning environment we will encourage the development and achievement of each individual student, giving priority to literacy and numeracy

**Annual Aim:** For all students to be at or above the National Writing Standard.

**Target:** Writing (45 students - 32 boys, 13 girls)\*:

All Year 6 (2015) students (10) who are below will be at or above the National Standard - (8 boys, 2 girls)

All Year 5 (2015) students (7) who are below will be at or above the National Standard - (6 boys, 1 girl)

All Year 4 (2015) students (13) who are below will be at or above the National Standard - (9 boys, 4 girls)

All after 3 year (2015) students ([text withheld]) who are below and well below will be at or above the National Standard - (9 boys, 6 girls- 15 in total [text withheld])

All Y3-6 Maori (11 - 8 boys, 3 girls) and Pasifika students ([text withheld]) who are below will be at or above their respective National Standard ([text withheld])\* included in year level targets above

**Baseline data:** At the end of 2014 82% of students were at or above expected National Standards levels for writing. 51 of our 290 students were not at expected levels (only two of these were well below). Analysis showed that 27 of these identified students were 'after two or three years' at school, seven were 'end of Y4' students and ten were 'end of Y5' students, four were 'end of Y6' students who moved on to secondary school. Areas of need in writing for target students were as follows:

- Understanding of the purposes for writing and the associated structures related to these purposes
- Sentence structure, vocabulary and spelling patterns
- Understanding of the tasks associated with proof reading and revising

Actions (what we did)	Outcomes (what happened?)	Reasons for the variance (why it happened?)	Evaluation (where to next?)
<p>Staff reviewed data and determined the specific learning needs of target students, all teachers were provided with a data summary sheet showing target learning areas for each student and previous interventions and strategies.</p> <p>We continued with our long-term school-wide professional learning with literacy consultant Gail Lone. Classroom teachers were observed and engaged in coaching conversations with Gail. On each of her three visits teachers also participated in two professional learning workshops facilitated by Gail (six in total over the year).</p> <p>The leadership team and teacher teams regularly monitored, reviewed and discussed student progress and interventions.</p> <p>A specialist literacy teacher was employed as learning support teacher, providing extra classroom support for teachers and the Resource Teacher of Literacy and Assistant Principal also worked with identified students and provided support to teachers. Teacher aide time was focused on identified students.</p> <p>All senior classes integrated literacy across the curriculum with a particular focus on science.</p> <p>The Year 5/6 classes continued to utilise google apps as part of their writing programme.</p>	<p>Forty-one target students remained in 2015. Students received support, in one or more of the following ways</p> <ul style="list-style-type: none"> <li>• Specialist teacher - 38</li> <li>• Teacher Aide - Sounds Alive - 2</li> <li>• Teacher Aide - Writing fluency - 19</li> <li>• Resource Teacher of Literacy or Resource Teacher of Learning and Behaviour- 3</li> </ul> <p>The analysis of end of year (Years 4-6) and anniversary results (Year 3) for these students showed positive gains in levels of achievement, although all targets were not achieved.</p> <p>18/41 (44%) of our target students are now at the expected level. 16 students are only 1 sub level away from being at the expected level, 2(5%) students are well below.</p> <p><b>Year 6:</b> 10 target students (8 boys, 2 girls) began the year as below. 6 (60%) students are now at the expected level (4 boys and 2 girls), shifting 2 sub-levels, 4 boys are still below but only 1 sub-level below now.</p> <p><b>Year 5:</b> 6 students ([text withheld]) [text withheld]. All these students are still below, one student is only 1 sub-level below the others are 2 sub-levels.</p> <p><b>Year 4:</b> 11 target students [text withheld]. Three students moved 2 sub-levels, 7 moved one sub-level. 6 (55%) are now at the expected level and 5 are below, 4 of these are only 1 sub-level, the other is well below.</p> <p><b>Year 3:</b> 14 students ([text withheld]) [text withheld]. Three students moved 2 sub-levels, 7 moved 1 sub-level. 6 (43%) are now at the expected level and 8 are below, 7 of these students are only one sub-level below, the other is well below [text withheld].</p> <p><b>Maori students</b> Years 3-6 ([text withheld]) - 10 students remained at the school. 3 are now at expected level and 7 are only 1 sub-level below the expected level- included in year targets. Three students moved 2 sub-levels and 7 students moved one sub-level</p> <p>The senior team made more explicit links between inquiry through reading and writing to learn. Inquiry is now seen as a meaningful purpose for writing, for example explanations, instructions, memoir, reports and letters. Teachers used contexts such as the ANZACs, Matariki, Light, Wetland flora and fauna as stimuli for guided instructional reading and writing. Literacy contracts are inquiry focused and provide children with the opportunity to have choices in their literacy learning and manage their own research. Term 3 focused on explicitly teaching researching skills and critical literacy skills using space as the context for learning.</p> <p>E-tools are being used to research and plan for writing and this will continue to be a focus next year. Google drive provides Year 5/6 children with the opportunity to write and share easily with each other and their whanau, involving parents more actively in children's writing. Digital thesaurus are being used in the revising and proof-reading process to build children's vocabulary. Tools such as Padlet are used for brainstorming and reflecting on learning. Some classes are using blogging, emailing or Google + as a context for writing and reflecting about inquiry.</p>	<p>Teachers participated fully in the ongoing school-wide professional learning, sharing writing models and refining practices in their classrooms.</p> <p>All students made progress, although not all targets were achieved. Students who are yet to meet the target made progress across some aspects of the expected level. These included vocabulary enrichment, spelling, punctuation and grammar.</p> <p>Experiences and text models were used to stimulate and support enriched quality of content. Explicit teaching of strategies was used to support student understanding of writing forms and features.</p>	<p>Teachers are very aware of the specific needs of target students in their classroom, differentiating practices and monitoring their progress closely.</p> <p>Details of the specific writing needs of the Year 6 students who did not meet the National Standard were provided to their 2016 secondary schools and 'at risk' students considered to be not making sufficient progress were referred to the Resource Teacher of Literacy for further support and intervention.</p> <p><b>Planning for next year:</b></p> <p>All teachers will receive a learning support sheet with information from the previous teacher and specialist teacher noting key areas of development and suggested strategies for each identified target student. The performance of these and other identified 'at risk' students will continue to be monitored and interventions problem solved within teams.</p> <p>Students not achieving at expected levels will receive targeted support in 2016 as part of class differentiation and/or our learning support programme.</p> <p>Ongoing school - wide professional learning, using a coaching model, facilitated by Gail Loane.</p> <p>Use of PaCT to support writing judgments for identified students.</p> <p>Trial a small group intervention using the Feuerstein approach.</p>