

Analysis of variance reporting

School name: Aria Primary

School number: 1687

Strategic Aim: All students are able to access The New Zealand Curriculum as evidenced by achievement in relation to National Standards.

Annual Aim: To increase the number of students achieving at or above the National Standard for "Writing" to 85% across the school.

Target: -

- **All year 3-6 girls who were below the standard at the end of 2014 will make more than one year's progress in relation to the Writing standard by the end of 2015.**
- **To improve the standards (content) of Writing (including the surface features of spelling and punctuation) and proofreading.**
- **To increase the teachers' knowledge and skills for teaching Writing.**

Baseline Data:-

Analysis of school wide writing data in November identified ongoing concerns in spelling, punctuation and proofreading.

Although no particular year group stood out as a target group, there did seem to be a significant difference in gender achievement levels. 27.5% of girls were below or well below standard compared to 15% of boys.

Analysis of the data indicates:

- Boys' achievement remained the same i.e. 16% below standard.
- Girls' achievement made some improvement from 27.5% below to 21 % below.
- By the time students leave our school (year 6), 100% are achieving at or above standard. Year 5 students made significant progress towards our goal [text withheld]. This indicates that our writing programmes and interventions are making slow but steady progress as children move through the school.
- Weaknesses in spelling and proofreading continue to be identified.
- Again our writing programme was only moderately successful for most students.
- More specific goal setting is still required for all students so that next steps are clear and monitored regularly.
- Focused teaching to improve spelling levels and proofreading required.
- Organisational changes to the way we teach writing will be made so that extra time and expertise is channelled particularly into the students without adequate spelling knowledge (Targeted spelling groups).

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Reviewed all existing documentation.</p> <p>Assessed whole school twice during year using AsTTle / Exemplar, OTJs.</p> <p>Set and monitored target group regularly.</p> <p>On-going Professional Development for all staff included.</p> <p>Focused staff meeting sessions - several /term.</p> <p>Writing group (needs based) continued - similar to ALiM programme. Groups of 5 students, 5 sessions/week 8.40-9 for 3 weeks each group.</p> <p>Collated data and decided on 2016 development.</p>	<p>Used "The Writing Book" as our teaching reference.</p> <p>Shared and evaluated writing successes regularly during staff meetings e.g. lesson plans - why did they work?</p> <p>Teachers' knowledge and skills for teaching writing improved.</p> <p>All year 2 and 6 students achieved National Standard.</p> <p>28% year 3 students remained below standard.</p> <p>[text withheld].</p> <p>Across the school achievement raised from 77.5% to 81 % at or above standard.</p>	<p>All teachers embraced the writing focus and worked hard to improve their skills in teaching writing.</p> <p>Some students identified own goals and focused on these more clearly than in the past.</p> <p>Writing was more of a focus than in past years.</p> <p>More regular discussion/reflection at staff meetings proved beneficial.</p>	<p>Student goals need to be more specific and clearly understood.</p> <p>Students need to have a checklist of relevant writing progressions (in child speak) so that they can check their own progress and use them well.</p> <p>Continue with regular PD at staff meetings developing self-reflection.</p> <p>Continue with the daily Writing groups - focus on spelling.</p>
<p>Planning for next year:</p> <p>Timetabling writing groups at 2016 planning day. Select term 1 students in advance.</p> <p>Discuss the Writing Progressions checklists in child speak - so that staff understand them and can clearly explain them to students.</p> <p>Set goals for learning (next steps) for all students not achieving at standard (EOY 2015 data).</p> <p>Continue to explore ways of improving spelling programmes.</p>			