

Whakamaru School - Analysis of Variance 2018
Annual School Improvement Plan

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Curriculum Targets – Writing 2018

TARGET: At least 80% of students achieving at the appropriate level NZC (Refer Whakamaru School Assessment Guidelines Booklet) and to close the gap between male and female achievement.

To focus on Year 4's and Year 7/8 Maori boys with the aim of at least 70% achieving at the required curriculum level.

Assessment tool – Writing sample assessment; Teacher judgment (whole staff moderated) using Learning Progressions, Class work, ongoing formative assessment.

STRATEGY:

1. Through quality weekly planning concentrating on core skills and incorporating these skills into their general work. Teachers becoming familiar with the resources and teaching strategies.
2. Professional learning support for staff members through accessing RTLit and CoL Across School Teachers
3. Teachers continuing to develop and use strategies from 'Write That Essay' – Ian Hunter ongoing PLD
4. To review target student achievement progress once a month a staff meetings and share successful teaching a learning strategies with other staff members
5. Developing individual student goal setting practices that are linked to current achievement level, next level and next steps to achieve this. Student, teacher and parents to be able to verbalise these goals and next steps
6. Employ part-time teacher to focus on individual student's achievement in writing – hooking our boys into writing through hands on tasks and using digital technology.

PERSONNEL:

Literacy Leaders
Classroom teachers

BUDGET CODE:

Literacy

BUDGET:

\$1500 Literacy
\$500 PD

BACKGROUND DATA:

There has been a continued fall and rise in student achievement in writing at this school over the past few years. We have a very transient school community so it is hard to compare the number of students achieving at each level from year to year as the groups change constantly. Changing principals throughout the year has not helped either. We still need to close the gap between male and female achievement – males are lower at present. There is little variance between Maori and non-Maori achievement. Increasing boys interest into writing will be a major focus for 2019 and improving the cohort of Year 4 & 5s in 2019.

Previous year PERFORMANCE:

OUTCOME – END OF 2017

62% of our students are at or above

After 1 year	11/14	(79%)
After 2 years	9/14	(64%)
After 3 years	2/7	(28%)
Year 4	8/11	(73%)
Year 5	9/13	(70%)
Year 6	3/10	(30%)
Year 7	5/8	(62%)
Year 8	4/5	(80%)

REASONS AND EVALUATION: There has been an overall increase in writing data across the school of 7% this year. It has been pleasing to see a particular increase in this year's Year 4, 5, 7 and 8 cohorts, especially the year 8's. Our girls (85%) are still ahead of our boys (46%) and our Maori students (particularly boys are still of concern). This will be a target group for next year – especially the 2018 Year 4 and 7 boys who are cohorts with a very high % of students with high learning and behavioural needs.

CURRENT PERFORMANCE:

OUTCOME – END OF 2018

65% of our students (59/90) are working at or above their recommended NZ Curriculum level.

After 0- 1 year	15/15	(100%)
After 2 years	14/17	(82%)
After 3 years	5/14	(35%)
Year 4	4/9	(44%)
Year 5	8/11	(72%)
Year 6	6/10	(60%)
Year 7	4/7	(57%)
Year 8	3/6	(50%)

REASONS AND EVALUATION:

From last year our data has stayed steady overall with 65% of our students writing at or beyond their recommended NZ Curriculum level. Of the 35% (29) not reaching their curriculum level, 21 are Maori and 18 are boys. Of concern are our Year 3 students 9/14 (64%) are not reaching their recommended curriculum level.

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Literacy – Writing - Actions to Achieve Targets

Actions to achieve targets and review 2018.	Led by:	Timeframe
<p>Writing samples to be completed and analysed using Learning Progressions and exemplars in March for collection of baseline data then reassessed in November.</p> <p>This process was started but did not continue due to the changing of Principals over the year. Principal left in term 2, interim principal term 3 and a first time principal in term 4. The Learning Progressions were used to help make some basic assessment of where each student was at for their end of year report.</p>	Teachers/Principal	On-going.
<p>Each teacher to select a target group within their class to show targeted teaching and accelerated learning with this group and to impact on rest of class</p> <p>This data updated at the end of each term on a Google excel sheet, showing level, programmes, and achievement progress. Target student progress data shared with BOT (names were removed when reporting) - Google sheet - https://docs.google.com/spreadsheets/d/1XvfDL0I0hvZ07dGP64wgEtiG6dr_HDMHe1JQbTVet5w/edit#gid=1435872138</p>	Teacher/Principal	By End of Term
<p>Continue to develop the use of class and personal blogs as authentic writing platforms</p> <p>Blogs became difficult to use and the Easy blogs went bust in term 2 but the students started using seesaw in term 4 which created an enthusiastic response from the students where all started to blog to their parents</p>	Teachers	On-going
<p>Use strategies from 'The Writing Book' to develop literacy skills in the classroom</p> <p>Teachers throughout the year have shared strategies and ideas of best practices and have supported each other when needed.</p>	Teachers	Teachers
<p>Continuing to develop Ian Hunter "Write that Essay" sentence structures (CoL PD)</p> <p>One of our teachers became the in-school support for our CoL and would share ideas from her days PD throughout the year. In 2019 the across the schools teachers in the CoL have booked to do some more hands on PD for staff in our area.</p>	Teachers	On-going
<p>Use different genres of writing to involve children in authentic learning situations.</p> <p>Teachers have integrated different genre into their writing programme where it has come up.</p>	Teachers	On-going
<p>Regular moderation meetings using student writing to develop Overall Teacher Judgments, within school and across schools (Marotiri/Mangakino)</p> <p>This was successful within school but due to the change in Principals in our Pinelands cluster the across schools it did not happen in 2018. While our PacT writing was never used due to no real PD from the CoL.</p>	Teachers/Principal	On-going

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Ensure new staff are familiar with LP's and exemplars to form assessment judgements The newer teachers at our school used AsTTle rubrics successfully this year although they preferred the writing progressions rather than the AsTTle rubrics.	Principal	On-going
Continued development of writing modelling books in classrooms for group work and assessment Modelling books are used across the school and have been shared at staff meeting throughout the year.	Teachers/Principal	On-going
Review target student achievement progress once a month a staff meetings - share successful teaching a learning strategies with other staff members This has been a successful process and the continued use of the Progressions boards have been a real motivating factor and has encouraged discussions about the successes and the targeted students not moving as quick.	Teachers/Principal	Monthly staff meetings
Actively seek authentic writing opportunities to generate and publish students writing. We are working on developing our "Learning through Play" programme that has provided some authentic writing opportunities for our students but now we will be looking to integrate a stronger Learning through Play pedagogy into our whole school curriculum in 2019, with a PD day and a possible visit to a school well entrenched in "learning through play" (LTP)	Teachers	On-going
Look at boys as a target group – professional readings- lifting boys achievement in writing. The continuous development of the LTP programme has definitely motivated our junior boys into writing but must be developed further as well as the improved Inquiry philosophy from Kath Murdoch has helped the senior boys motivation in writing.	Teachers	By End of Term 1
Professional learning support for staff members through accessing RTLit – depending on individual teacher need. Due to the changing of principals this was never followed up, throughout the year.	Teachers/Principal	On-going
Continue to develop individual student goal setting practices that are linked to current achievement level, next level and next steps to achieve this. Student, teacher and parents to be able to verbalise these goals and next steps. Setting goals and next steps has been a success in the junior school and is developing well in the senior classes. We will be looking to develop this further in 2019 and make it consistent throughout the school.	Teachers/Principal	On-going
Selected target students for 2018 to be working with part time literacy teacher and CoL In-school teacher to increase writing engagement and achievement This has been a long process to get under way but in 2019 this will be covered through the CoL.	Teachers	Term 1 onwards
Use Digital tools (Chromebooks and iPads) – programmes and apps (Linked to literacy) within classroom programmes. All classes are using digital tools in literacy we will be reviewing the effectiveness of a range of tools used throughout the next term.	Teachers/Principal	On-going

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Curriculum Targets – Reading 2018

TARGET 80% of students achieving at the appropriate level NZC (Refer Whakamaru School Assessment Guidelines

Booklet) and to close the gap between male and female achievement.

To focus on our Year 4 and Year 7 students with an aim to have 70% working at the required curriculum level

Assessment Tools: Running Records, PAT Comp and Vocab Y4-8, Teacher observations and on-going formative assessment

STRATEGY:

1. To continue to develop and reflect on our Reading programme – with support of our in-school/across-school CoL teachers
2. With the support of the RTLB introduce 'Quick 60' with target groups across all classrooms for children who are achieving below their chronological age level, once the resource has been purchased and look at implementing other programmes
3. To attempt to access grant money to purchase our own Quick 60 Level 1 and 2 resource.
4. For each teacher to identify target groups of children in their class for accelerated learning
5. To review target student achievement progress once a month a staff meetings and share successful teaching a learning strategies with other staff members
6. To continue with the Reading Recovery Programme for eligible target students
7. Use R/R CoL teacher to support staff with Running Records moderation
8. Developing individual student goal setting practices that are linked to current achievement level, next level and next steps to achieve this. Student, teacher and parents to be able to verbalise these goals and next steps.
9. Offer Reading Together parent workshops to Junior school parents and Reading at Home workshop to Senior school parents

PERSONNEL:

Literacy Leaders
Classroom teachers

BUDGET CODE:

Literacy

BUDGET:

\$1500 Literacy
\$500 PD

BACKGROUND DATA:

There has been steady progress with previous year data at or working beyond their curriculum level where we have made a slight improvement of 5%. We need to continue with this increase to achieve an overall target of 80% and hope that through our changing school pedagogy integration of our Inquiry (Kath Murdoch) and Learning through Play philosophy we will create authentic opportunities to improve reading, especially in our juniors. We also need to target our Year 2-3-4 boys in 2019 with an aim of having 80% of them achieving at or above their recommended reading level by the end of the year. We will also use our Quick60 programme on our targeted readers to improve their reading level.

Previous year 2017 PERFORMANCE:

OUTCOME – END OF 2017

65% of our students are at or above

After 1 year	4/14 (29%)
After 2 years	11/14 (78%)
After 3 years	3/7 (43%)
Year 4	9/11 (82%)
Year 5	12/13 (92%)
Year 6	4/10 (40%)
Year 7	7/8 (88%)
Year 8	3/5 (60%)

REASONS AND EVALUATION: We have stayed stable in our number of students achieving at or above standard in Reading this year. We find that our students are slow to start with reading when they arrive at 5 years usually taking 12 – 18mths to take off, which most do in year 2. This can be seen in the increase of this cohort- 2016 Y1s- 39% to 2017 Y2's-78%). Our Maori students achievement has slightly risen from 2016 – 58% to 63%) and are achieving on par with NZE (61%). There has been a pleasing increase in the Year 4 cohort (2016 64% % to 2017 82%) and Y 5's (72% to 92%). In 2018 the target groups will be Year 4 and 7 cohorts,

Current PERFORMANCE:

OUTCOME – END OF 2018 - 70% of our students (62/90) are working at or beyond their their recommended NZ Curriculum level.

After 1 year	7/15 (47%)
After 2 years	8/17 (47%)
After 3 years	11/14 (79%)
Year 4	6/9 (67%)
Year 5	10/11 (91%)
Year 6	9/11 (81%)
Year 7	5/7 (72%)
Year 8	6/6 (100%)

REASONS AND EVALUATION: We have continued to stay stable with our data although we have improved by 5% overall school wide this year in Reading. There has been an improvement in each year, with 2017 year 6s sitting at 40% to improve in 2018 to 72%. 31/49 boys reaching the required curriculum level and 18 boys (20% of all students) needing support. 18/59 (30%) Maori have not reached their recommended level of rereading achievement in 2018. The introduction of the "Quick 60 programme" has helped lift students level of reading overall. 18/28 students not reaching their curriculum level are Maori and 18/28 are boys.

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Literacy – Reading - Actions to Achieve Targets

Actions to achieve targets and review 2018.	Led by:	Timeframe
<p>Continued use of Home-School Reading partnerships workshops. This was a successful addition in 2017 but was never reintroduced in 2018, so will be looking to reintroduce this programme to the parents in 2019.</p>	Deputy Principal	On-going
<p>'Quick 60' programme implemented within each class (RTLb- PD with staff). Apply for grant to purchase kits Quick 60 programme was purchased and introduced into our school programme this year and had a major effect on the targeted students. The engagement in the programme was very high but we have to look at creating a way to make it more sustainable way of managing the programme to get even more out of the programme.</p>	Principal/Teachers/RTLb	Once grants are accessed
<p>Direct approach to our whanau – 'shoulder tapping' to come and hear children read. A few grandparents came throughout the year to read to the children but we have to think out of the box to encourage more response in the future.</p>	Principal/Teachers	By the end of Term 1
<p>Teacher aide 'spare time' to be used to gather children who need extra reading mileage. Our teacher aides have worked with our targeted students to increase the reading mileage throughout the year but may need more consistency for our students to really benefit</p>	Principal/Teachers	Initiated by mid Term 1 then on-going
<p>Buddy reading' school-wide – 2 x 15 slots weekly – Maunga groups Classes found it was easier to manage this within their own classes.</p>	Teachers	Implemented after swimming Term 1 then on-going
<p>Use different types of texts to engage our boy readers – e.g. magazines, short stories, journals for SSR, etc A little bit of budget money was used in the library to help add more engaging books for boys to read, the Duffy books that were given to the school has a number of engaging content for our boys.</p>	Teachers	On-going
<p>Reading Recovery Programme (junior school target students) Our reading recovery programme is a successful adding to the school however it would be nice to get more funding to give a few more students an opportunity to go on the programme - 1 student is not enough.</p>	Reading Recovery Teachers	On-going
<p>To review target student achievement progress once a month a staff meetings and share successful teaching a learning strategies with other staff members This has been a successful process and the continued use of the Progressions boards have been a real motivating factor and has encouraged discussions about the successes and the targeted students not moving as quick.</p>	Principal/Teachers	Monthly staff meetings
<p>Continue to develop individual student goal setting practices that are linked to current achievement level,</p>	Principal/Teachers	By the end of Term 1

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next level and next steps to achieve this. Student, teacher and parents to be able to verbalise these goals and next steps.

Setting goals and next steps has been a success in the junior school and is developing well in the senior classes. We will be looking to develop this further in 2019 and make it consistent throughout the school.

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Curriculum Targets – Numeracy 2018

TARGET: At least 80% of students achieve to the appropriate level NZC (Refer Whakamaru School Assessment

Guidelines Booklet)

To focus on the Year 7 cohort with the expectation that 75% of these students will be achievement the required Curriculum level at the end of 2018

Assessment tools: PACT Y1-8, Gloss, JAM, On-going Formative Assessment

STRATEGY:

1. To utilize staff strengths within the school – e.g. Lead Teacher, etc. – to develop staff confidence and ability.
2. Access CoL across-school teachers with Numeracy expertise to share
3. To cross-group (where applicable) 4. For each teacher to identify a target group of 3 – 4 children.
4. To move children on with their learning rather than making sure everything is covered in a stage before moving them on, providing challenge rather than complacency.
5. To review target student achievement progress once a month a staff meetings and share successful teaching a learning strategies with other staff members
6. Developing individual student goal setting practices that are linked to current achievement level, next level and next steps to achieve this. Student, teacher and parents to be able to verbalise these goals and next steps
7. To increase Teacher understanding of PACT tool through moderation and PD (CoL support) and use as a school-wide assessment tool.

PERSONNEL:

Literacy Leaders
Classroom teachers

BUDGET CODE:

Numeracy

BUDGET:

\$1000 Numeracy
\$500 PD

BACKGROUND DATA:

Our background data shows we are not far away from our targeted level in most years. We have implemented activities throughout Maths Week 201, these activities went home and helped to engage whanau in maths.

Through the identification of our targeted students, teachers will provide opportunities for the students to increase their understanding of large numbers upto 1000 and part/whole numbers (fractions & decimals)

CURRENT PERFORMANCE:

END OF 2017

82% OF OUR STUDENTS ARE AT OR ABOVE

After 1 year	14/14	(100%)
After 2 years	13/14	(93%)
After 3 years	5/7	(72%)
Year 4	9/11	(82%)
Year 5	10/13	(77%)
Year 6	5/10	(50%)
Year 7	8/8	(100%)
Year 8	3/5	(60%)

REASONS AND EVALUATION: There has been a very pleasing increase in the overall % of students who have achieved At or Above NS – from 6#% in 2016 to 82% this year. Our Maori students (83%) are achieving at the same high level as their NZE peer. Though there has been a good increase in overall achievement of our boys, of 25% (2016 50% to 2017-75%) our girls are still achieving high rates of success (2016 -80% to 2017 -91%). The 2018 Year 7 cohort will be a target group, in maths

Current PERFORMANCE:

OUTCOME – END OF 2018 - 72% of our students (63/90) are working at or beyond their their recommended NZ Curriculum level.

After 1 year	15/15	(100%)
After 2 years	9/17	(53%)
After 3 years	7/14	(50%)
Year 4	7/9	(78%)
Year 5	8/10	(80%)
Year 6	9/11	(82%)
Year 7	4/7	(57%)
Year 8	4/6	(67%)

REASONS AND EVALUATION:

Over the past few years there has been an increase in achievement levels although we have seen a 10% drop overall, this year. 26/90 (28%) students are not reaching their expected curriculum level. 14/28 are Maori and 16/28 are boys. The largest concern are the Year 2's & 3's and Year 7s. These areas of maths that students tend to struggle are moving from add/sub with the Year 2 & 3's to large numbers to 1000 and the Year 7's moving to part whole numbers.

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Numeracy - Actions to Achieve Targets

Actions to achieve targets and review 2018.	Led by:	Timeframe
<p>To provide challenge to learners rather than reinforcing what they already know – linking maths to Discovery Time (Juniors) and STEM (Seniors) where applicable.</p> <p>Through LTP the junior classes have been able to provide authentic opportunities to challenge our students thinking towards maths, measurement while making something, use of money to help with place value when playing shopping all have had a significant effect on our students learning. Our seniors have used STEM to challenge their thinking towards maths.</p>	Teacher	On-going
<p>Use of Numeracy staff ability within the school</p> <p>During staff meetings each teacher shared strategies and knowledge to help lift student achievement. The lead teacher in Math shared apps, maths programmes that has created an improved attitude to math.</p>	Numeracy Lead Teachers	On-going
<p>Select new Numeracy Leader and work with them to develop the role within the School to give support and guidance to staff members – including observations</p> <p>After a year in this role the lead teacher has gained confidence and has been able to help other teachers with their maths programmes. This teacher is fairly new to the role so still could benefit from more PD.</p>	Numeracy lead/Principal	Beg term 1 On-going
<p>As part of the ICT parent workshop share fun and education online links with parents to be used at home</p> <p>No maths night in 2018 but we did a maths week, online programmes to help improve their basic facts, with quiz week to encourage parent involvement , Prodigy & Extra maths was a programme were introduced.</p>	All Staff	By End of Term 2
<p>Each teacher to identify a group of 3-4 target students to accelerate.</p>	Teacher	End of Term 1
<p>Use of Ikan sheets in the Juniors to give evidence of stage progressions.</p> <p>We did not use Ikan in the juniors because we decided that using the learning progressions as we felt they were more beneficial for the students learning.</p>	Junior class Teachers	On-going
<p>Use Teacher Aides for Stages 4 – 5 in Senior school to catch up these stages-support within classroom.</p> <p>Teacher-Aides were used to work with the students that needed their support.</p>	Teacher planned programme	On-going
<p>Continued development of numeracy modelling books or IWB flipcharts in classrooms for group work and assessment.</p> <p>Modelling books are used in the classrooms but the IWB was not used as well as they could have been but the individual blogs were used instead.</p>	Literacy leaders	On-going
<p>To review target student achievement progress once a month a staff meetings and share successful teaching</p>	Teachers/Principal	Monthly staff meetings

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a learning strategies with other staff members. This has been a successful process and the continued use of the Progressions boards have been a real motivating factor and has encouraged discussions about the successes and the targeted students not moving as quick.		
Continue to develop individual student goal setting practices that are linked to current achievement level, next level and next steps to achieve this. Student, teacher and parents to be able to verbalise these goals and next steps. This is a developing practices with the learning progression walls. The seniors have made theirs more specific for the students. This made it easier for teachers to track student progress. In 2019 this will continue to be developed over time to help the students become more focused on their learning with a goal to reach.	Teachers/Principal	By End of Term 1
Use Digital tools (Chromebooks and iPads) – programmes and apps (linked to numeracy) within classroom programmes. All teachers have found and are using apps that are appropriate to their class level and have placed them in their weekly planning.	Teachers	On-going
PACT tool used for maths assessment – continue to work with staff on using this tool, before uploading requirements in June, to ensure understanding of the process. Process was not taken on due to the change of principal in term 2.	Numeracy lead/Principal	Term 2

Other Development Areas: 2018

Outcomes and Results:

Te Ataarangi (Literacy Aotearoa) - the passing of our kaiako Nepia put a halt on the whole programme. Low parent input but staff were engaged and motivated to learn more. Unfortunately due to our kaiako and his passing the course never continued.

Evaluation:- Although we have a very transient roll we have made some progress in all areas of the students learning. With this transient roll comparing data from the beginning of the year to the end makes it very difficult.

General Comments

The school has gone through a change in Principals throughout the year having three different principals in a year, along with two new staff who were employed at the beginning of 2017 some aspects of procedures have been affected. Our school continues to have a transient nature and it becomes hard to compare apples with apples from the beginning of the year to the end. We may look at some way to track our students who are in our school from the beginning to the end of the year.