**2020 Annual Report**

**Analysis of Variance**



***Please note: -***

This Analysis of Variance report is in a form in which individual students cannot be identified to protect student privacy as per NAG2A and the Privacy Act 1993.



**2020 Summary of Student Achievement Targets Aiming for** (green) **and the Achievement Outcomes for these** (black)

Please note that while the school is focusing intensely on accelerating learning for an identified small group of individuals who are underachieving or at risk of underachieving, there is also a focus on raising achievement levels in identified cohorts of students in the school that have not previously been achieving at expected levels.

**Target 1** – **Student Well-being (Key Competencies)**

***To continue to increase the level of the 2020 Year 5 and Year 6 students’ ability to be ‘Thinking’, ‘Participating and Contributing’ and ‘Managing Self’ so that they are challenging themselves to be working at a level that they recognise is appropriate for their learning at school.***

The Year 5 and Year 6 cohort groups will be supported to extend their key competencies so a fewer number are responding ‘I often feel bored at school’ and a greater number are responding ‘My school work is just right for me – it’s not too easy and not too hard’’.

* 44% of Year 5/6 students at the start of 2020 responded ‘I often feel bored at school’.
* 29% of 5/6 students at the start of 2020 responded they did not agree with ‘My school work is just right for me – it’s not too easy and not too hard’.

Due to raised anxiety and concerns about the well-being of children from our community in an exceptional year, the school used the NZCER ‘Well-being at School” survey for students and staff at the end of 2020 to provide information to assist with strategic planning to support students and the staff in 2021. This survey did not include the two questions above, so anecdotal information was used to assess if students are demonstrating engagement (not bored) and challenging themselves to be working at a level that they recognize is appropriate for their learning at school.

Looking at evaluation comments in their end of year reports, Year 5/6 teacher judgements and feedback from lock-down learning it suggests that the number of students who are engaged has increased ie: less feel bored, and a higher number/percentage indicate that their work is appropriately challenging.

* 88% of students say they ‘enjoy challenges and risks’ (rather than being bored) compared with 66% who disagreed with the statement ‘I often feel bored at school’ in 2019 – so 22% more students were more engaged/not bored
* 94 – 97% indicate that they almost always/usually respond positively/have a can do attitude, take responsibility for managing themselves and strive to be the best they can, compared with 71% who agreed their work was just right for them (no too easy and not too hard) in 2019 – so 23-26% fewer students disagreed that their work was too easy or too hard.

These figures suggest targets were met in this area as most students indicated they ‘almost always’ or ‘usually’ are engaged at school/in their learning and are enjoying challenges, rather than being bored or their school work not being right for them (ie: too easy or too hard).

**Target 2** – **Mathematics**

***To continue to increase the percentage of students who are achieving within or above the appropriate curriculum level by December 2020, especially in the identified target groups of Year 5 and Year 6 Māori students.***

Students will be accelerated to increase or maintain progress so all cohort groups have at least 80 - 85% students achieving within/above the expected mathematics curriculum level by December 2020 ie:- All Students, Boys, Girls, Māori and Pasifika

The mathematics target for at least 80 - 85% of students to achieve at/within or above the expected mathematics curriculum level was achieved by all target groups ie: All Students, Boys, Girls,

Maori and Pasifika by December.

* 88.8% of ‘All Students’ (278/313 students) were judged as achieving at and above the expected level.
* 91.7% Boys (133/145 students) were judged as achieving within/at and above the expected level.
* 86% Girls (145/168 students) were judged as achieving within/at and above the expected level.
* 81.3% Māori (26/32 students) were judged as achieving within/at and above the expected level.
* 83% Pasifika (19/23 students) were judged as achieving within/at and above the expected level.

The identified target group of Māori students will be accelerated so that a greater number are achieving within/above the expected mathematics curriculum level by December 2020. The target this year is to move at least:

* 2/4 (50%) of identified Year 5 - 6 Māori students

In 2020 the mathematics targets for the identified group of Māori students was met as 50% (2/4students moved to achieve within the expected curriculum level by the end of the year.

**Target 3 – Writing**

***To continue to increase the percentage of students who are achieving within or above the appropriate curriculum level in writing by December 2020, especially in the identified target groups of Māori.***

Students will continue to be accelerated to increase or maintain progress so all cohort groups have at least 80 - 85% students achieving within/above the expected writing curriculum level by December 2020 ie:- All Students, Boys, Girls, Māori and Pasifika

The writing target for at least 80 - 85% of students to achieve at/within or above the expected writing curriculum level was not achieved by any of the target groups this year.

* 67.5% of all students (211/313 students) were judged as writing within/at and above the expected level.
* 59.4% Boys (86/145 students) were judged as writing within/at and above the expected level.
* 74.5% Girls (125/168 students) were judged to be writing within/at or above the expected level.
* 53.2% Māori (17/32 students) were judged to be writing within/at and above the expected level.
* 70% Pasifika (16/23 students) were judged to be writing within/at the expected level.

In the identified target group of year 3 – 6 Māori students we aim to accelerated 5/8 (62%) so that a greater number are achieving within/above the expected writing curriculum level by December 2020.

This goal was not met for Māori students this year, with one student leaving mid-year and 2/7 students (28.6%) moving to achieve at the level expected by December.

**Target 4 – Reading**

***To continue to increase the percentage of students who are achieving within or above the appropriate curriculum level in reading by December 2020, especially in the identified target groups of Year 1 and Māori students.***

Students will continue to be accelerated to increase or maintain progress so all cohort groups have at least 80 - 85% students achieving within/above the expected reading curriculum level by December 2020 ie:- All Students, Boys, Girls, Māori and Pasifika

The target this year is to move the 2019 Year 1 students achieving at 46.5% within/above the expected curriculum level in December 2019 to:

* at least 80% achieving within/above the expected reading level as Year 2 students by December 2020:

The reading target for at least 80 - 85% of students to achieve at/within or above the expected reading curriculum level was achieved by all target groups except Māori student cohort

* 84.7% of all students (165/313 students) were reading within/at and above the expected level
* 98% of Year 2 students (51/52 students) were reading within/at and above the expected level
* 81.4% Boys (118/145 students) were reading within/at and above the expected level
* 87.5% Girls (147/168 students) were reading within/at and above the expected level
* 75% Māori (24/32 students) were reading within/at and above the expected level

This target was met tor all cohorts, except for the Māori student group. Year 2 students increase was from 46.5% achieving at/within as Year 1 in 2019 to 98% Year 2 students achieving as expected.

The identified target group Māori students will be accelerated so that a greater number are achieving within/above the expected reading curriculum level by December 2020. The target this year is to move at least:

* 5/8 (62%) of identified of Year 3- 6 Māori students

With 28.6% of identified target Māori students achieving within the expected reading level by December, the target to move five students (62%) to achieve within/above the expected curriculum level was not met for Māori students this year.

**Target 5 – Attendance**

***To raise the percentage level of students who are attending school regularly to at least 90% - especially in the identified target groups of Year 1, Year 2 and Year 3 students, Māori, and Pasifika.***

The target this year is to have all year group cohorts to be attending at least 90% by December 2020:

These cohort groups will have an attendance rate of at least 90% by December 2020.

* At least 90% attendance for Year 1 students in 2020
* 85.5% attendance for Year 1 students in 2019 to at least 90% attendance as Year 2 students
* 88% attendance for Year 2 students in 2019 to at least 90% as Year 3 students
* 87.6% attendance for Pasifika in 2019 to at least 90% attendance
* 89% attendance for Maori in 2019 to at least 90% attendance

Due to COVID-19 disruptions to school, this target is not being reported on in 2021. Factors resulting from COVID-19 impacted significantly on a large number of student’s ability to attend and work on the school site this year, including the lock-down period, individual student’s special health/wellbeing needs and a number of students being stranded overseas for several months.

**Full Report of Student Achievement Targets and Analysis of Variance for 2020**

**Student Well-being**

This is the second year that a target has been set for Student Well-being. In 2019 Year 5/6 students participated in the unique, research-based NZCER survey ‘Me and My School’ designed for New Zealand students in Years 5-8. This survey offers a snapshot of learning culture in schools, standardised data to track progress over time and a nationally referenced way of comparing gender, ethnicity and year level data. Results from the 2019 student survey showed a significantly lower score in the area of engagement, specifically for the question where the students rated themselves on ‘My school work is just right for me’ and ‘I often feel bored at school.’

**Target 1** – **Student Well-being (Key Competencies)**

***To continue to increase the level of the 2020 Year 5 and Year 6 students’ ability to be ‘Thinking’, ‘Participating and Contributing’ and ‘Managing Self’ so that they are challenging themselves to be working at a level that they recognise is appropriate for their learning at school.***

The Year 5 and Year 6 cohort groups will be supported to extend their key competencies so a fewer number are responding ‘I often feel bored at school’ and a greater number are responding ‘My school work is just right for me – it’s not too easy and not too hard’’.

* 44% of Year 5/6 students at the start of 2020 responded ‘I often feel bored at school’.
* 29% of 5/6 students at the start of 2020 responded they did not agree with ‘My school work is just right for me – it’s not too easy and not too hard’.

Due to raised anxiety and concerns about the well-being of children from our community in an exceptional year, the school used the NZCER ‘Well-being at School” survey for students and staff at the end of 2020 to provide information to assist with strategic planning to support students and the staff in 2021. This survey did not include the two questions above, so anecdotal information has been used to assess if students are challenging themselves to be working at a level that they recognize is appropriate for their learning at school. This includes student reflection/self-evaluation comments in their end of year reports and feedback from lock-down learning, along with Year 5/6 teacher observations, judgement and feedback.

This table reflects end of year report reflections on use of learning dispositions (teacher talking with students, observations and judgements):-

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Learning Disposition- Number of students** | **Almost always** | **Usually** | **Sometimes** | **Occasionally** | **Total (almost always/usually)** |
| Responds to learning with a positive, can do attitude | 50/65  **77%** | 13/65  **20%** | 2/65  **3%** | 0 | **97%** |
| Takes responsibility for managing themselves | 41/65  **63%** | 20/65  **31%** | 4/65  **6%** | 0 | **94%** |
| Strives to be the best they can be | 58/65  **89%** | 5/65  **8%** | 2/65  **3%** | 0 | **96%** |
| Enjoys challenges and takes risks in their learning | 46/65  **71%** | 11/65  **17%** | 8/65  **12%** | 0 | **88%** |

These figures suggest our students ‘almost always’ or ‘usually’ are engaged at school/in their learning and are enjoying challenges, rather than being bored or their school work not being right for them (ie: too easy or too hard), and suggest that we met our targets in this area.

Looking at evaluation comments in their end of year reports, Year 5/6 teacher judgements and feedback from lock-down learning it appears that the number of students who are engaged has increased ie: less feel bored, and a higher number/percentage indicate that their work is appropriately challenging as:-

* 88% of students say they ‘enjoy challenges and risks’ (rather than being bored) compared with 66% who disagreed with the statement ‘I often feel bored at school’ in 2019 – so 22% more students were more engaged/not bored
* 94 – 97% indicate that they almost always/usually respond positively/have a can do attitude, take responsibility for managing themselves and strive to be the best they can, compared with 71% who agreed their work was just right for them (no too easy and not too hard) in 2019 – so 23-26% fewer students disagreed that their work was too easy or too hard.

***Actions to Achieve Targets/What was done:-***

* + Deliberate teacher action to improve student awareness of how they learn, what they can do to support this and challenge themselves/their learning
  + Teachers focused on improving student self-awareness and self-management strategies/skills.
  + Strategies and support was provided to manage individual student social/emotional needs and behaviour that impacted on their own and other students learning
  + Used programmes (eg: ‘Navigating the Journey’,) with target groups and also the whole class/hub when fostering environment/culture to support learning and self-management.
  + Provided opportunities for student choice, variety in activities/approaches to learning eg: opt in to ICAS assessments, Play-based, Passion Projects, Distance Learning activities.
  + Meetings with parents/whānau and students (eg: Target Student meetings, IBP’s, Three Way Conferences) to share what works and problem solve when issues occurred.
  + Personalised learning pathways for students, engaging with students and their whānau about learning dispositions/developing key competencies, also how to support these at home. Eg: Seesaw, Google Met,
  + Planned/implemented daily programmes (both on site and Distance Learning) to improve use of learning dispositions, knowledge about building self-management skills and assistance to develop strategies so that students could concentrate to achieve their goals.
  + Consistent encouragement/opportunities for students to regularly reflect, self-assess their learning, talk about their progress towards their goals and share their progress with others eg: Passion Projects, Seesaw.
  + Teaching as Inquiry/Teacher Appraisal goals focused on Key Competencies, also working with Trudy Francis (21C Learning) to develop focus on Key Competencies in learning programmes.
  + Seeking feedback from students and whānau about what works best for their learning, what is the most challenging thing for them and input for decisions about how learning is structured at school/in hubs.
  + Use of technology to assist with learning and a wider variety of activities for online learning eg: Reading Eggs, video, audio recording, ZOOM interactions.

***Reasons for Variance/Why it happened:-***

* Increased awareness of and focus on how we learn, what promotes this/inhibits this; also using the Learning Dispositions to further develop the Key Competencies required for learning and self-management of learning.
* Distance Learning gave another perspective to students about their learning. Feedback from students about Lock Down included çomments such as ‘School is better than distance learning’, about ‘getting lonely and bored’ and wanting more ‘flexible times’, ‘more choice’, ‘learning at their own pace’and ‘Personal Passion Projects’ when they came back to school.
* Teachers were challenged during Distance Learning, Bubble School for essential worker’s children and returning to school at Alert Level 2 to provide a wider range and more open activities for students to respond to in their learning.
* Distance Learning provided opportunities for more self-initiated and self-regulated learning.
* Introduction of programmes to support self-awareness and self-management eg: ‘Navigating the Journey’, ‘Owing Up’.
* Student transitions ie: movement in and out of the school.
* Smaller numbers of students in some target groups had a larger effect on the percentages eg: Māori/Pasifika.
* Snap shot in time and subjective responses eg: rating can be impacted by incidents or something that happened that day

***Next steps in 2021:-***

* Continue to further develop programmes that integrate Learning Dispositions/Key Competences for improving individual student’s self-management capacity
* Use practices that supported engagement and accelerated progress for target students in 2020 eg: more flexibility, student choices/input into activities, increased variety of learning tasks/opportunities; also self-paced/regulated learning opportunities eg: Personal Passion Projects, STEM, Enterprise, use of technology.
* Induction of new teachers and PLD to support focus on improving learning with increased awareness of developing Learning Dispositions and Key Competencies to support this.
* Schedule and plan time to establish relationships, build collaborative learning processes, and focus on how students work as learners – both at the beginning of the year and throughout the year to maintain the focus on a learning-focused environment and students using strategies to self-manage their learning.
* Every teacher to have Professional Development Cycle goals related to development and integration of the Key Competencies to promote learning.
* All staff proactive to improve attendance, participation, involvement and engagement for identified students and their whānau/families.
* Apply for learning assistance as required (eg: RTLB, LSCo, RTLit, and Assistive Technology) to support students to concentrate and manage their learning.
* Regularly use tools to assist students to reflect, self-assess and make judgements about their learning and what they are doing to manage/accelerate this ie: next steps.
* Adapt methods to find out further information from students/whānau to understand interests, culture, ways to engage with student and whānau eg: Whānau Strengthening meetings.
* Use training and focus on further engagement in face to face conversations with parents/ whānau about goals and expectations, how to help at home, the importance of being at school each day and regularly practising self-management/self-regulation skills.
* Regularly clarify and review learning intentions with students – daily check in with students ‘at risk’ of losing concentration or needing additional support to engage or manage themselves and their learning.
* Seek/investigate further ways to assist students to self-assess and make judgements about what impacts on their leaning, also what they can do to manage these.

**Mathematics**

This is the third year that the school has reported against the expected curriculum level after seven years of reporting mathematics progress against National Standards. Students previously identified as ‘Well Below’ and ‘Below’ are now combined and identified in the group called ‘Working Towards/Below’. Although multiple sources of data were used to place students on the scale ‘Working Towards/Below’, ‘Working Within/At’ and ‘Above’ the expected curriculum level, reliability of the data presented in this report is influenced by individual teacher interpretation, the comparison of curriculum levels in 2020, 2019 and 2018 with the standards in 2017, and the large number of students moving in and out of the school. Professional development, and moderation at Bellevue School (and nation-wide) assists teachers to continue to deepen their professional understanding/capability in assessments against the curriculum levels; also in reviewing and refining the moderation processes for OTJ’s to more closely align teacher judgments.

A group of Māori students were identified as achieving below the expected level of progress in mathematics in December 2019. These became the target group for accelerated mathematics learning in 2020. Results for all students recorded in a table below shows progress across the years for different cohort groups, with the target groups’ progress included in the second table.

**Target 2** – **Mathematics**

***To continue to increase the percentage of students who are achieving within or above the appropriate curriculum level by December 2020, especially in the identified target groups of Year 5 and Year 6 Māori students.***

***Outcomes/What Happened***

Students will be accelerated to increase or maintain progress so all cohort groups have at least 80 - 85% students achieving within/above the expected mathematics curriculum level by December 2020 ie:- All Students, Boys, Girls, Māori and Pasifika

**Whole School Mathematics Data** (comparing mathematics National Standard OTJ’s for 2017 with expected curriculum level in 2018, 2019 and 2020)

From 2018 all students previously identified as ‘Well Below’ and ‘Below’ are identified in the same cohort of students ie: ‘Working Towards/Below’ the expected curriculum level as this is how the data is recorded and retrieved from the School Management System from 2018.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mathematics** | **Working Towards/Below** | | | | **Working Within/At** | | | | **Above** | | | |
| ***December*** | ***2017*** | ***2018*** | ***2019*** | ***2020*** | ***2017*** | ***2018*** | ***2019*** | ***2020*** | ***2017*** | ***2018*** | ***2019*** | ***2020*** |
| All students | 45  **15%** | 23  **7%** | 40  **12%** | 35  **11.2%** | 220  **75%** | 269  **82.3%** | 270  **81%** | 275  **87.9%** | 30  **10%** | 35  **10.7%** | 22  **7%** | 3  **.9%** |
| Boys | 21  **14%** | 7  **4.5%** | 15  **10%** | 12  **8.3%** | 111  **75%** | 132  **84%** | 127  **82%** | 132  **91%** | 15  **10%** | 18  **11.5%** | 13  **8%** | 1  **.7%** |
| Girls | 22  **15%** | 16  **9.4%** | 25  **14%** | 23  **14%** | 109  **75%** | 137  **80.6%** | **143**  **81%** | 143  **85%** | 15  **10%** | 17  **10%** | 9  **5%** | 2  **1%** |
| Māori | 11  **27%** | 3  **7.2%** | 8  **20%** | 6  **18.7%** | 30  **73%** | 36  **88%** | 32  **80%** | 26  **81.3%** | 0 | 2  **4.8%** | 0 | 0 |
| Pasifika | 3  **18%** | 2  **9%** | 1  **4.3%** | 4  **17%** | 14  **82%** | 21  **91%** | 20  **87%** | 19  **83%** | 0 | 0 | 2  **8.7%** | 0 |

The results above show that this target was met by all identified cohort groups by December 2020.

* 88.8% of ‘All Students’ (278/313 students) were judged as achieving at and above the expected curriculum level by December 2020 compared with 85% (2017), 93% (2018), 88% (2019).
* 91.7% Boys (133/145 students) were judged as achieving within/at and above the expected level. Trends show 85% (2017), 95.5% (2018), 90% (2019).
* 86% Girls (145/168 students) were judged as achieving within/at and above the expected level. Trends show 85% (2017), 90.6%(2018), 86% (2019).
* 81.3% Māori (26/32 students) were judged as achieving within/at and above the expected level. Trends show 73% (2017), 92.8% (2018), 80% (2019).
* 83% Pasifika (19/23 students) were judged as achieving within/at and above the expected level. Trends show 82% (2017), 91% (2018), 95.7% (2019)

The identified target group of Māori students will be accelerated so that a greater number are achieving within/above the expected mathematics curriculum level by December 2020. The target this year is to move at least:

* 2/4 (50%) of identified Year 5 - 6 Māori students

**Target Groups Mathematics Data**

*By December 2020, the aim was to move 2/4 (50%) of identified Māori students to achieve at the expected curriculum level.*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Number of students and the target % to achieve at/above by December from 2020 Annual Plan** | **Above** | **Working Within/At** | **Working towards/Below** | **Total at/above**  **by Dec** | **% at/above by Dec** | **% - Below in Dec** | **Performance Outcomes** |
| **Māori students:** 2/4 students (50%) to achieve at/above expected curriculum level by December |  | **2** | **2** | **4** | **50%** | **50%** | Achieved |

The results show that the goal was met for those identified in the target Māori student cohort.

***Actions to Achieve Targets/What was done:-***

* Continued to use the strategies that helped support students to make sound progress in 2018 and 2019, to accelerate progress to achieve at/above the expected curriculum level by the end of 2020.
* Targeted Professional Learning Development to further develop teacher capacity in promoting Learning Dispositions/Key Competencies that support accelerated learning.
* New teachers attended training at the beginning of the year for induction to the main understandings of mathematics teaching/learning at Bellevue, also to gain an understanding of the PLD that staff had previously undertaken and who they could approach for support in this curriculum area.
* Further refined processes for teachers to reflect on and improve their practice eg: ‘Teaching as Inquiry’ focused in on Key Competencies.
* Teachers were asked to relate their Teaching as Inquiry to the context of mathematics to help improve mathematics achievement.
* Used school processes for identifying reasons for underachievement to address these issues quickly – especially for Māori, Pasifika and students with special learning needs.
* Continued to identify and target individual students currently ‘Working Below’ and those at risk of falling below the expected curriculum level, to differentiate programmes to accelerate their progress.
* Further focus on differentiating teaching/workshops and heterogeneous group teaching in classes to meet student needs ie: plan and implement deliberate teaching actions to address learning areas that need acceleration.
* Closely monitored/tracked target student progress/programmes and discussed at hub meetings or with Mathematics Leader Teachers as ‘Puzzles of Practice’ for colleague support to adapt programmes/improve student engagement.
* Continued to explore culturally responsive approaches for teaching mathematics and engaging with families/whānau to do this. Endeavoured to find additional information from students/whānau to understand interests, culture, ways to engage with student and whānau.
* Further engaged in face to face conversations with parents/ whānau about learning goals, how to help at home and the importance of being at school each day. Encouraged teachers to use eg: WEAP (Whānau Education Action Plan) training and plans.
* Deeper analysis of collated data to determine progress and next steps – especially for target students.
* Deliberate teacher action to improve personalised learning pathways for target students, to engage with their families about their mathematics goals and how they could support these at home.
* Planned/implemented daily programmes to improve mathematics dispositions, strategies and knowledge by adapting programmes for individual learning needs and small group/individual intervention programmes implemented.
* Consistent encouragement/opportunities for students to regularly self-assess their mathematics, talk about their progress towards their goals and share their progress with others.
* E-learning programmes eg: Mathletics, Maths Seeds.
* Applied for learning assistance as required eg: RTLB, Assistive Technology for individual student needs.

***Reasons for Variance/Why it happened:-***

* Disruptions to learning programmes due to COVID eg: – heightened anxieties, many students prolonged period of Distance Learning.
* Disruptions to planned mathematics PLD for teachers.
* Making/moderating OTJ’s against the curriculum levels in 2018 - 2020 rather than National Standards, and teacher variability in making OTJ’s.
* Teachers used identified assessment tools (eg: JAM) to support teacher judgment, however due to time constraints/other priorities very limited moderation of Overall Teacher Judgements (OTJ’s) in 2020
* Special needs student achievement (ie: Ongoing Resource Student data) is included in the data. The number of ORS/High Learning Needs students can vary substantially from year to year. Currently four ORS students included in data – one less than in 2019 and two less than in 2018.
* Currently all students are judged as ‘Working Within/At’ the expected curriculum level in their first two years of school.
* Student transitions (ie: movement in and out of the school) results in variation in the numbers/composition of students in each cohort group from year to year.
* Further work on clarifying expected learning progressions (poutama) for students as they move through the school and an increased focus on mathematics Learning Dispositions and Key Competencies that students require to be good mathematicians.
* Staff changes – four new teachers began teaching at Bellevue School at the start 2019 and two teacher changes during the year.
* Very small numbers of students in some of the target groups has a larger effect on percentages eg: Pasifika cohort.

***Next steps in 2021:-***

* Continue to review teacher strengths/capabilities and provide Professional Learning Development to further teachers’ abilities to use successful teaching approaches, also to use the PACT tool to assist assessing against the mathematics curriculum levels to promote consistency of practice.
* Induction for new teaching staff, and review for existing staff, of pedagogy in mathematics teaching at Bellevue School.
* PLD with Mathematics Lead Teacher to assist targeted needs and to further develop teacher capacity in promoting Learning Dispositions/Key Competencies that support accelerated learning; also to assist making OTJ’s against curriculum levels for individual students.
* Encourage teachers to relate their Teaching as Inquiry focus to include context of improving mathematics achievement.
* Work with ‘Titiro Ki Mua’ initiative to assist teachers to develop coaching skills to encourage them to inquire more deeply into their practice, and seek colleague advice/assistance to adapt programmes for individual student needs.
* Further refine processes for teachers to reflect and improve practice eg: ‘Teaching as Inquiry’, Puzzles of Practice, Classroom observations/feedback.
* Review way determining Year 1/Year 2 students level of achievement, as currently using previous National Standard guidelines where first two years of school students are not judged to be ‘Below’.
* Review the variety of assessment tools/tasks currently using to assess student achievement/inform teaching eg: PAT, JAM, GLOSS, Number Knowledge and Basic Facts, to align assessment with current practice.
* Use PACT tool, assessment information and Mathematics Lead Teacher/PLD provider to support learning programme decisions.
* Work to improve teacher understanding by unpacking of curriculum at each level.
* Review cross-over from curriculum level at Year 3 and 5 – teacher Professional Learning Development to unpack curriculum at each level and knowledge of what comes before/after level.
* Promote cross-hub moderation within school and provide further professional learning in levelling; also practice and feedback for making OTJ’s and use PACT to assist with moderation of OTJ’s for target students and those uncertain of.
* Include regular scheduled school wide moderation and refine moderation processes using PACT tool to assist assessment, also to moderate teacher judgements.
* Continue to use the strategies that assisted acceleration to support students to progress to achieve at/above the expected curriculum level by the end of 2021.
* Further develop school processes for identifying reasons for underachievement to address these issues quickly – especially for Māori, Pasifika and students with special learning needs.
* Continue to identify and target individual students currently achieving ‘Working Towards/Below’ or who are at risk of falling below the expected curriculum level, to differentiate programmes to accelerate their progress.
* Focus on differentiating teaching/workshops and teaching in heterogeneous groups to meet student needs ie: plan and implement deliberate teaching actions to address learning areas that need acceleration.
* Closely monitor/track target student progress/programmes and discuss at hub meetings as ‘Puzzles of Practice’ for colleague support to adapt programmes/improve student engagement.
* Continue to explore culturally responsive approaches for teaching mathematics and further engaging with families/whānau to do this eg:- face to face conversations with parents/ whānau about learning goals, how to help at home and the importance of being at school each day.
* Hold community/parent ‘Information and Sharing’ evening focused on Mathematics teaching and learning.
* Apply for learning assistance as required eg: RTLB, LSCo, Assistive Technology for individual student needs.

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**Writing**

This is the third year the school has returned to reporting against the expected curriculum level after seven years of reporting writing progress against National Standards. This year students previously identified as ‘Well Below’ and ‘Below’ standard in 2017 are combined and identified in the group called ‘Working Towards/Below’. Although multiple sources of data were used to place students on a scale (Working Towards/Below, Working Within/At, Above the expected curriculum level), reliability of the data presented in this report is influenced by individual teacher interpretation, the comparison of curriculum levels in 2018 -2020 with the standards in 2017, along with the large number of students moving in and out of the school. Through further professional development, and moderation teachers at Bellevue School (and nation-wide) continue to deepen their professional understanding/capability in assessments against the curriculum levels; also in reviewing and refining the moderation processes for OTJ’s to more closely align teacher judgments.

At the end of 2019 a cohort of Māori students was identified as achieving below the expected level of progress in writing. A group of eight Māori students, were identified as a target group for accelerated learning in 2020. Results for all students are recorded in a table below, with the target group’s progress included in the second table.

**Target 3 – Writing**

***To continue to increase the percentage of students who are achieving within or above the appropriate curriculum level in writing by December 2020, especially in the identified target groups of Māori.***

Students will continue to be accelerated to increase or maintain progress so all cohort groups have at least 80 - 85% students achieving within/above the expected writing curriculum level by December 2020 ie:- All Students, Boys, Girls, Māori and Pasifika

***Outcomes/What Happened***

**Whole School Writing Data** (comparing writing National Standard OTJ’s for 2017, with curriculum level expectation for 2018, 2019 and 2020)

From 2018 all students previously identified as ‘Well Below’ and ‘Below’ are identified in the same cohort of students ie: ‘Working Towards/Below’ the expected curriculum level as this is how the data is recorded and retrieved from the School Management System from 2018.

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| **Writing** | **Working Towards/Below** | | | | **Working Within/At** | | | | **Above** | | | |
| ***December*** | **2017** | **2018** | **2019** | ***2020*** | **2017** | **2018** | **2019** | ***2020*** | **2017** | **2018** | **2019** | **2020** |
| All students | 69  **23%** | 42  **12.8%** | 47  **14%** | 102  **32.5%** | 199  **68%** | 257  **78.6%** | 274  **83%** | 208  **66.5%** | 27  **9%** | 28  **8.6%** | 9  **3%** | 3  **1%** |
| Boys | 48  **32%** | 28  **17.7%** | 30  **19.2%** | 59  **40.6%** | 94  **63%** | 124  **78.5%** | 125  **80.2%** | 83  **57.4%** | 7  **5%** | 6  **3.8%** | 1  **0.6%** | 3  **2%** |
| Girls | 21  **14%** | 79  **8.3%** | 17  **9.8%** | 43  **25.5%** | 105  **72%** | 133  **78.7%** | 149  **85.6%** | 125  **74.5%** | 20  **14%** | 15  **13%** | 8  **4.6%** | 0 |
| Māori | 10  **24%** | 6  **15%** | 8  **20.5%** | 15  **46.8%** | 30  **73%** | 31  **77.5%** | 30  **76.9%** | 17  **53.2%** | 1  **3%** | 3  **7.5%** | 1  **2.6%** | 0 |
| Pasifika | 4  **23%** | 0 | 2  **8.7%** | 7  **30%** | 11  **65%** | 22  **96%** | 21  **91.3%** | 16  **70%** | 2  **12%** | **1**  **4%** | 0 | 0 |

The results above show that this target was not met by all identified cohort groups by December 2020.

* 67.5% of all students (211/313 students) were judged as writing within/at and above. Trends show 77% (2017), 87.2% (2018), 86% (2019) and 67.5% this year.
* 59.4% Boys (86/145 students) were judged as writing within/at the expected level. Trends show 68% (2017), 82.3% (2018), 80.8% (2019) and 59.4% this year.
* 74.5% Girls (125/168 students) were judged to be writing within/at the expected level. Trends show 86.3% (2016,) 86% (2017), 91.7%(2018), 90% (2019) and 74.5% this year.
* 53.2% Māori (17/32 students) were judged to be writing within/at the expected level. Trends show 76% (2017), 85% (2018), 79.5% (2019) and 53.2% this year.
* 70% Pasifika (16/23 students) were judged to be writing within/at the expected level. Trends show 78% (2017), 100% (2018), 91.3% (2019) and 70% this year.

The identified target group of Māori students will be accelerated so that a greater number are achieving within/above the expected writing curriculum level by December 2020. The target this year is to move at least:

* 5/8 (62%) of identified Year 3 - 6 Māori students

**Target Groups Writing Data**

This target for identified Māori students was not met by December 2020.

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Number of students + target % to achieve at/above by December from 2020 Annual Plan** | Above | Working within/At | Working toward /Below | Total at/above  by Dec | % at/above by Dec | % - Below in Dec | Performance Outcomes |
| **Māori:** 5/8 Māori (ie 62%) to achieve at/above expected curriculum level by December |  | **2** | **5** | **7** | **28.5%** | **71.5%** | One of the target Maori students left during the year.  Not Achieved.  Needed three more students to move to achieve this goal |

Although progress was made in student attitude, engagement and working towards the expected curriculum level targets by students, progress has been significantly impacted by the exceptional circumstances that have interrupted school programmes in 2020. Writing achievement continues as a target for 2021.

***Actions to Achieve Targets/What was done:-***

* ‘Raising Achievement Plan’ for target groups of students identified with regular review progress/plan next steps.
* Staff reminded to use the school guidelines for expected curriculum levels students should be working, also what to use to make OTJ’s and moderate writing at Bellevue School.
* Used guidelines for expected level of achievement with students ie: curriculum level expectations and teacher developed learning expectation documents.
* Students encouraged to take increasing charge of setting learning goals, reflecting on their learning and choosing activities.
* Teachers share expected levels of achievement for level of schooling, and next steps with students from where they are currently working/achieving.
* Explicit deliberate teacher action as they regularly clarified learning goals, success criteria and discussed what good writers do with students.
* Every teacher prioritised planning/implementing daily programmes to improve writing, reviewing/adapting these for individual student’s needs eg: Strong phonics focus in early years.
* Teachers identified small groups of target students, then consciously planned and used teaching strategies that research identified as being more effective to involve students in improving their learning and writing.
* Teachers used PACT tool to assist making OTJ’s and moderate writing achievement levels.
* Target students daily programmes were differentiated to respond to learning needs/interests and focused on accelerated learning.
* Teachers met with target students and their parents each term to assess progress and plan next steps together.
* Students’ continued to collect ideas for writing eg: Seed Books/Ideas Notebooks and were given greater choice about what they wrote about.
* Writing was ‘purpose-driven’ (rather than ‘genre-based’ writing) and increased student choices in writing eg: topic, genre, books/on devices.
* Continued focus on individualised learning experiences eg: Reading Recovery programme, literacy groups, writing work-shops.
* Targeted additional adult assistance eg: teacher aide, small group teaching for target students.
* Data was used to plan programmes, review progress, adapt programmes and make OTJ’s against the writing expectations.
* Identified target students were closely monitored for progress/programme adaptation in hub meetings/‘Puzzles of Practice’ for colleague support to improve engagement/progress.
* Continued student use of ICT and e-learning to actively engage them in class activities and learning programmes that related to writing. Student choice to write using e-learning devices (chrome books, iPads) to promote engagement in learning.
* Provided consistent encouragement/opportunities for students to regularly self-assess/reflect on their writing, talk about their progress towards their goals and share their progress with others – especially working to involve parents/caregivers/whānau.
* Meetings with parents eg: ‘Meet the Teacher’, Three Way Conferences, Target Student Whānau Meetings and on line platforms eg: ‘Seesaw’ to engage/inform parents, encourage assistance/support for their child/ren’s writing.

***Reasons for Variance/Why it happened: -***

* Disruptions to learning programmes due to COVID eg: – heightened anxieties, many students prolonged period of Distance Learning.
* School wide focus and priority on student well-being and nurturing students learning dispositions/key competencies.
* Teacher as Inquiry increased focus on Key Competencies to support writing development.
* Teachers noticed/reported an increase of engagement and willingness to write (even for some of their more reluctant students).
* Writing progress/achievement builds on from reading progress – students need to have this established first.
* Change of teachers in one hub following COVID Lockdown.
* Teacher variability in making OTJ’s. Many teachers identified PACT breakdown as supporting teaching judgement.
* Although using PACT tool, unable to have regular moderation this year to assist/confirm decisions when making Overall Teacher Judgements about writing curriculum level for students.
* Fewer writing samples that teachers could use for judgements as many were from Distance Learning and online, so unable to observe what students were doing while writing
* Less opportunity for on-going conferencing with the teacher as student working in Distance Learning.
* Used Bellevue Writing Progressions (poutama) to guide students, teachers and parents/ whānau for expected progress in writing.
* Ongoing Resource Student data is included in writing data, and number of ORS students changed during the year.
* Student transitions ie: movement in and out of the school.
* Smaller numbers of students in some target groups had a larger effect on the percentages eg: Māori, Pasifika.

***Next steps in 2021: -***

* Continue focus on developing Learning Dispositions/Key Competences in daily writing session to improve/accelerate learning for target students.
* Use practices that have successfully supported accelerated progress for target students in 2020.
* Teachers’ actively identify/choose target groups for accelerated writing progress in each hub ie: individuals identified from 2020 data/early assessments.
* Further develop school processes for identifying reasons for underachievement to address issues quickly – especially Boys, Pasifika and Māori students.
* All teachers proactive to improve attendance, participation, involvement and engagement for identified target students and their whānau/families.
* Monitor progress/ adapt programmes using school Tracking and Monitoring Sheet and PACT to check/discuss progress each month for target students.
* Schedule regular moderation using PACT (Progress and Consistency) tool to assist making judgements, assessing target student progress and next learning steps.
* Induction of new teachers and PLD to support programme delivery eg: Yolanda Soryl Phonics workshops.
* Further Professional Learning Development to support school wide use of Bellevue Writing Poutama, Bellevue School Expected Curriculum Level tool and PACT tool to guide expectations, set goals and check progress, and plan deliberate teaching actions.
* Review cross-over from curriculum level at Year 3 and 5 – teacher Professional Learning Development to unpack curriculum at each level and knowledge of what comes before/after level.
* Review the curriculum bands for making decisions about levels students are working at for reading and adjust the School Management System (etap) to assist with levelling.
* Further professional development and practise to make and moderate teacher judgements of achievement in teams to promote consistency of practice.
* Adapt methods to gather information from students/whānau to understand interests, culture, ways to engage with student and whānau eg: Whānau Strengthening meetings.
* Regularly clarify/review learning goals and success criteria – daily check in with target students so they are clear about what to do and how they will know if they are successful.
* Plan so that writing is purposeful for students eg: Passion Projects, production script, writing for community such as newsletter articles.
* Consider increasing the use of digital technologies to remove barriers for some individual students to record their ideas rather than physically writing these eg: voice to text, video, voice recording.
* Use teacher aids to support programmes for identified students eg: Language and Learning Intervention, In-Class Support.
* Referrals to Resource Teacher of Literacy, Resource Teachers of Learning and Behaviour and Learning Support Coordinators and for assistive technology to support identified students.

**Target 4 – Reading**

***To continue to increase the percentage of students who are achieving within or above the appropriate curriculum level in reading by December 2020, especially in the identified target groups of Year 1 and Māori students.***

Students will continue to be accelerated to increase or maintain progress so all cohort groups have at least 80 - 85% students achieving within/above the expected reading curriculum level by December 2020 ie:- All Students, Boys, Girls, Māori and Pasifika.

The target this year is to move the 2019 Year 1 students achieving at 46.5% within/above the expected curriculum level in December 2019 to:

* at least 80% achieving within/above the expected reading level as Year 2 students by December 2020

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Reading** | **Working Towards/Below** | | **Working Within/At** | | **Above** | |
| ***December*** | ***2019*** | ***2020*** | ***2019*** | ***2020*** | **2019** | **2020** |
| All students | 77  **23%** | 48  **15.3 %** | 203  **62%** | 261  **83.4%** | 48  **15%** | 4  **1.3%** |
| Year 2  (Year 1 in 2019) | 30  **54%** | 1  **2%** | 26  46% | 51  **98%** | 0 | 0 |
| Boys | 39  **25.2%** | 27  **18.6%** | 90  **58%** | 118  **81.4%** | 26  **16.8%** | 0 |
| Girls | 38  **22%** | 21  **12.5%** | 108  **62.4%** | 147  **87.5%** | 27  **15.6%** | 0 |
| Māori | 10  **25.6%** | 8  **25%** | 24  **61.5%** | 24  **75%** | 5  **12.8%** | 0 |
| Pasifika | 3  **13%** | 4  **17%** | 16  **69.6%** | 19  **83%** | 4  **17.4%** | 0 |

The results above show that this target was met by all identified cohort groups except for our Māori students by December 2020.

* 84.7% of all students (165/313 students) were reading within/at and above compared with 77% (251/328 students) in 2019
* 98% of Year 2 students (51/52 students) were reading within/at the expected level compared with 46% (26/56 students) in 2019
* 81.4% Boys (118/145 students) were reading within/at the expected level compared with 74.8% (11/6/155 students) in 2019
* 87.5% Girls (147/168 students) were reading within/at the expected level compared with 78% (135/173 students) in 2019
* 75% Māori (24/32 students) were reading within/at the expected level compared with 74% (29/39 students) in 2019

The identified target group Māori students will be accelerated so that a greater number are achieving within/above the expected reading curriculum level by December 2020. The target this year is to move at least 5/8 (62%) of identified of Year 3- 6 Māori students

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Number of students + target % to achieve at/above by December from 2020 Annual Plan** | Above | Working within/At | Working toward /Below | Total at/above  by Dec | % at/above by Dec | % - Below in Dec | Performance Outcomes |
| **Māori:** 5/8 Māori (ie 62%) to achieve at/above expected curriculum level by December |  | **2** | **5** | **7** | **28.6%** | **71.4%** | One of the target Maori students left during the year.  Not Achieved. |

The target group of Māori students to be accelerated by December was not met.

***Actions to Achieve Targets/What was done:-***

* Board provided funding to enable four extra Year 2 students to be working on the Reading Recovery Programme in 2020 – double the number in previous years.
* School trained a Reading Recovery teacher to work with five students and an experienced Reading Recovery teacher worked with the further three students.
* Staff began focusing on using a wider range of information to make their judgements regarding reading achievement by curriculum levels – including Running Records, application of phonological knowledge, comprehension, use of strategies when reading across the curriculum, engagement with text and reading on-line/digital texts.
* Distance Learning included application and extension of reading strategies with use of ‘Reading Eggs’, on-line texts, books delivered to homes of Reading Recovery students, ‘Seesaw’ and email communications with students.

***Reasons for Variance/Why it happened:-***

* Increased focus on reading in 2020.
* COVID disruptions to learning programmes and a period of Distance Learning increased amount of reading students required to do to access activities/learning tasks on line.
* Children had more time for reading (to themselves and being read to by their families/whanau) for pleasure and own choice during Lock Down.
* Through Play Based Learning there were greater opportunities for increase oral language practise and experience to build oral vocabulary and to engage with the ideas in books. (ie: recognition that oral language development is essential before students can progress in reading and writing).
* An increased awareness that reading development tends to precede writing development (ie: reading is highly connected to writing).
* Targeting specific cohorts and individuals to accelerate learning in specific areas of the school.
* Increased teacher resources/individual Reading Recovery programmes that supported learning for identified Year 2 students.
* On-line resources used to support reading eg: ‘Reading Eggs’, ‘Seesaw’, ‘Literacy Planet’.
* Use of increased range of student readers purchased in 2019.
* Buddy Readers from senior area with junior students to increase reading ‘mileage’ for each of the students in the reading pairs.

***Next steps in 2021: -***

* Continue to build up the supply of student readers to use for instructional reading.
* Train another Reading Recovery Teacher to increase the amount of this support available for identified students.
* Apply for an extra .1 Reading Recovery teacher resource to enable five students to benefit from this individualised intervention programme.
* Target Māori student cohort and identify students for additional support to accelerate reading progress.
* Use teacher aids to support programmes for identified students eg: Language and Learning Intervention, In-Class Support.
* Continue use of Buddy Readers to support reading mileage/purposeful reading practise for students.
* Referrals to Resource Teacher of Literacy, Resource Teachers of Learning and Behaviour and Learning Support Coordinators to support identified students.
* Review the curriculum bands for making decisions about levels students are working at for reading and adjust the school management system (etap) to assist levelling.
* Review cross-over from curriculum level at Year 3 and Year 5 – teacher Professional Learning Development to unpack curriculum at each level and knowledge of what comes before/after level.

**Target 5 – Attendance**

***To raise the percentage level of students who are attending school regularly to at least 90% - especially in the identified target groups of Year 1, Year 2 and Year 3 students, Māori, and Pasifika.***

The target this year is to have all Year group cohorts to be attending at least 90% by December 2020. This included moving the following cohort groups to have an attendance rate of at least 90% by December 2020.

* At least 90% attendance for Year 1 students in 2020
* 85.5% attendance for Year 1 students in 2019 to at least 90% attendance as Year 2 students
* 88% attendance for Year 2 students in 2019 to at least 90% as Year 3 students
* 87.6% attendance for Pasifika in 2019 to at least 90% attendance
* 89% attendance for Maori in 2019 to at least 90% attendance

Due to COVID-19 disruptions to school, this target is not being reported against in 2021. Factors resulting from COVID-19 impacted significantly on a large number of student’s ability to attend and work on the school site this year, including the lock-down period, individual student’s special health/wellbeing needs and a number of students being stranded overseas for several months.

**Kiwi Sport Funding -** In the 2020 Operations Grant, Bellevue School received a total of $4,725.55 This was used to subsidize Education Outside the Classroom sport activities at Camp for Year 5 and Year 6 students, also to cover the cost for students who were unable to pay for this outdoor sporting experience. Sporting activities included kayaking, archery and orienteering.