**2016 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.

**Summary of Student Achievement Targets in 2016**

**Target 1** – **Mathematics**

***To continue to increase the percentage of students achieving at or above the National Standard in mathematics ie: The target group of Year 2 students who were achieving at or above standard (37/50 students or 74%) in 2015 will be accelerated so that a greater number achieve at or above the mathematics standard as Year 3 students by December 2016 (ie: at least 80%).***

***The target group of Year 5 students who were achieving at or above standard (33/46 students or 71%) in 2015 will be accelerated so that a greater number achieve at or above the mathematics standard as Year 6 students by December 2016 (ie: at least 80%).***

***The target is to move at least 3/13 Year 3 students (or 23%) and at least 4/9 Year 6 students (or 44%) at Bellevue School who were achieving below the mathematics standard in 2015 as Year 2 and Year 5 students to achieve at or above the standard by December 2016.***

In 2016 the target for Year 3 students was met:

* Although one student left during the year 8/12 (67%) of target students in Year 3 moved to achieve at or above the standard.
* This increased the number achieving at or above the standard as Year 3 students to 39/46 (85%) by December.

In 2016 the target for Year 6 students was not met:

* One target student left during the year and 3/8 (38%) of target students in Year 6 moved to achieve at/above the standard.
* The number achieving at/above the standard as Year 6 students was 37/47 (79%) by December. One more student needed to move to reach the 80% target.

**Target 2 – Reading**

***To increase the percentage of students who are achieving at or above the National standard in reading ie: the target groups of Māori students (23/33 students or 69.7%) in December 2015 will be accelerated so that a greater number are reading at or above the standard by December 2016 (ie: at least 80%).***

***The target group of 60% Pasifika students (6/10 students or 60%) in December 2015 will be accelerated so that a greater number are reading at or above the standard by December 2016 (ie: at least 80%).***

***The target this year is to move at least 4/8 (or 50%) Māori students and 2/3 Pasifika (or 66%) Pasifika students at Bellevue School achieving below the reading standard to achieve at or above the standard by December 2016.***

In 2016 the target for Pasifika students was not met:

* 1/3 (33%) of Pasifika target students moved to achieve at/above the standard.
* This increased the number Pasifika achieving at/above the standard 9/13 (69%) by December. One - two further Pasifika students needed to have moved to reach the 80% target.

In 2016 the target for Maori students was not met:

* One target student left during the year and 3/7 (43%) of target Maori students moved to at or above the standard.
* This increased the number of Maori achieving at or above the reading standard to 30/41 (73%) by December. Three further students needed to have moved to reach the 80% target.

**Target 3 - Writing**

***To increase the percentage of students who are achieving at or above the National Standard in writing ie: the target groups of Boys (76/135 boys or 56.3%) and the target group of Māori (18/32 Māori students or 56.3%) writing above the standard in December 2015 will be accelerated so that a greater number are achieving at or above the writing standard by December 2016 (ie: at least 75% Boys and 75% Māori students)***

***The target is to move at least 20/39 (51%) Boys currently at Bellevue School who are achieving below the writing standard to be achieving above the standard by December 2016, and to move 7/12 (or 58%) Māori students currently at Bellevue School who are achieving below the writing standard to achieve at or above the standard by December 2016.***

In 2016 significant progress was made in boys writing but the target was not quite met:

* One target student left during the year 15/38 (39%) of target boys moved to achieve at/above the standard.
* This increased the number of boys achieving at/above the standard to 97/137 (71%) by December. A further six boys needed to move to achieve the target of 75%.

In 2016 the target for Maori students was met:

* One target student left during the year and 5/11 (45%) of target Maori students moved to achieve at the standard.
* This increased the number Maori achieving at/above the standard to 31/41 (76%) by December.

**Full Report of Student Achievement Targets and Analysis of Variance for 2016**

**Mathematics**

This is the sixth year the school has reported mathematics progress against National Standards. Although multiple sources of data were used to place students on the scale (Well Below, Below, At, Above), reliability of the data presented in this report is influenced by individual teacher interpretation of the standards. Through further professional development, practice and moderation teachers at Bellevue School (and nation-wide) continue to deepen their professional understanding/capability in assessments against the standards; also in reviewing and refining the moderation processes for OTJ’s to more closely align teacher judgments.

A group of Year 2 and Year 5 were identified as achieving below the expected level of progress in mathematics in December 2015. These became the target groups for accelerated mathematics learning in 2016. Results for all students are recorded in a table below, with the target groups’ progress included in the second table.

**Target 1** – **Mathematics**

***To continue to increase the percentage of students achieving at or above the National Standard in mathematics ie: The target group of Year 2 students who were achieving at or above standard (37/50 students or 74%) in 2015 will be accelerated so that a greater number achieve at or above the mathematics standard as Year 3 students by December 2016 (ie: at least 80%).***

***The target group of Year 5 students who were achieving at or above standard (33/46 students or 71%) in 2015 will be accelerated so that a greater number achieve at or above the mathematics standard as Year 6 students by December 2016 (ie: at least 80%).***

 ***Outcomes/What Happened***

**Whole School Mathematics Data** (comparing mathematics OTJ’s for 2016, 2015 and 2014)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Mathematics** | **Well Below** | **Below** | **At** | **Above** |
| ***December*** | ***2014*** | ***2015*** | ***2016*** | ***2014*** | ***2015*** | ***2016*** | ***2014*** | ***2015*** | ***2016*** | ***2014*** | ***2015*** | ***2016*** |
| All students | 10**4%** | **6****2.3%** | **6****2.1%** | 40**16.1%** | 44**16.8%** | **36****12.7%** | 154**61.8%** | 157**59.9%** | **193****68.2%** | 45**18.1%** | 55**21%** | **48****17%** |
| Boys | 6**4.5%** | **4****3%** | **5****3.6%** | 23**17.2%** | 22**16.3%** | **16****11.7%** | 85**63.4%** | 80**59.3%** | **93****67.9%** | 20**14.9%** | 29**21.5%** | **23****16.8%** |
| Girls | 4**3.5%** | **2****1.6%** | **1****0.7%** | 17**14.8%** | 22**17.3%** | **20****13.7%** | 69**60%** | 77**60.6%** | **100****68.5%** | 25**21.7%** | 26**20.5%** | **25****17.1%** |
| Māori  | 1**3.1%** | 1**3%** | **1****2.4%** | 10**31.3%** | 8**24.2%** | **8****19.5%** | 18**56.3%** | 21**63.6%** | **30****73.2%** | 3**9.4%** | 3**9.1%** | **2****4.9%** |
| Pasifika | 1**8.3%** | 0 | **0** | 3**25%** | 3**30%** | **5****38.5%** | 6**50%** | 7**70%** | **8****61.5%** | 2**16.7%** | 0 | 0 |

* 85.2% of ‘All Students’ were achieving at or above standards by December 2016 (compared with 73.9% in 2013 and 79.9% in 2014, and 80.9% in 2015)
* Although the percentage of all students at/above has steadily increased over the years, the proportion of ‘All students’ above the standard has decreased from 21% in 2015 to 17% in 2016.
* The percentage of Girls judged as achieving well below and below has decreased from 2014 – 2016 with 3.9% improvement noted in the Girls cohort over the three years.
* Percentage of Boys achieving well below and below has decreased from 2014 – 2016 with 6.4% improvement noted in the Boys cohort over these three years.
* The Boys cohort achieving at/above has improved from 2013 (73.8%) and through the following four years to 2016 by 6.4% (ie 73.8% -78.3% - 80.8%- 84.7%).
* The Girls cohort achieving at/above improved from 74.2% in 2013 to 81.7% in 2014, then achieved at a similar level in 2015 (81.1%). They have continued to have improved achievement in 2016 by a further 4.5% (ie: 74.2% - 81.7% - 81.1% - 85.6%). Girls at/above has improved 7% over the four years.
* As a cohort Maori students’ achieving at/above in Maths has increased from 2013 – 2016 (ie: 67.6% – 65.7% - 72.7% - 78.1%). Over four years 10.5% more Maori students are achieving at/above in Maths. There was an increase of 5.4% more achieving at/above the standard in 2016 than in 2015.
* Pasifika students’ cohort achievement has a trend of increasing achievement from 2013 – 2015, however in 2016 this decreased (ie: 54.6% - 66.5% - 70% - 61.5%). There were 8.5% fewer judged as achieving at/ above the standard in 2016 compared with 2015, however this has been a very small cohort to track trends with 11 students in 2013, 12 in 2014, 10 in 2015 and 13 in 2016.

**Target Groups Mathematics Data**

***The target was to move at least 3/13 Year 3 students (or 23%) and at least 4/9 Year 6 students (or 44%) at Bellevue School who were achieving below the mathematics standard in 2015 as Year 2 and Year 5 students to achieve at or above the standard by December 2016.***

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Number of students and the target % to achieve at/above by December from 2016 Annual Plan** | **Above** | **At**  | **Below**  | **Well Below** | **Total at/above****by Dec** | **% at/above by Dec** | **% - Below****in Dec** | **Performance Outcomes** |
| **Year 3 students:** at least 3/13 students (ie: 23%) to achieve at/above by December |  | **8** | **4** |  | **8** | **67%** | **33%** | Achieved - One student moved during the year so the target group reduced to 12. Moved 8/12 to achieve at the standard |
| **Total Year 3 students:** at least 80% achieving at/above standard by December | **1** | **6** | **30** | **9** | **39** | **85%** | **15%** | Achieved – over 80% students in Year 3 were achieving at or above the standard by December. |
| **Year 6 Students:** 4/9 students (44%) to achieve at/above by December |  | **3** | **5** |  | **3** | **38%** | **62%** | Not achieved -one student moved during the year so the target group reduced to eight.  |
| **Total Year 6 students:** at least 80% achieving at/above standard by December | **10** | **27** | **6** | **4** | **37** | **79%** | **21%** | Not Achieved – one further student was required to achieve at or above the standard to reach the target of 80%  |

Although the targets were not met for the Year 6 target group, individual students moved to achieve at the standard while other students improved but not sufficiently to achieve at the expected standard by December.

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

* Mathematics leadership to improve understanding of National Standards and delivery of mathematics programmes.
* School wide review of planning, classroom delivery, assessment practice and achievement to target Professional Learning Development to further develop teacher capacity.
* Clarified processes for data collection school wide. Data used to make OTJ’s for each identified student against the mathematics standard.
* Further professional learning development, practice and feedback for making OTJ’s and for moderation of OTJ’s.
* Deeper analysis of collated data to determine progress and next steps.
* Deliberate teacher action to improve personalised learning pathways for these students, to engage with their families about their mathematics goals and how they could support these at home.
* Planning/implementing daily programmes to improve mathematics strategies and knowledge by adapting programmes for individual learning needs and small group/individual intervention programmes implemented.
* Variety of assessment tools/tasks used to assess student achievement/inform teaching, including PAT, JAM, GLOSS, Number Knowledge and Basic Facts.
* 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, e-ako maths.

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

* From 2014 special needs student achievement (ie: Ongoing Resource student data) was included in the data. The number of ORS/High Learning Needs students can vary substantially from year to year.
* Student transitions ie: movement in and out of the school. The number of students who move in and out of the school shows a significant variation in the numbers of students in each cohort group from year to year.
* Clarified expected learning progressions (poutama) for students as they move through the school.
* Teacher focus on differentiating programmes to teach to student needs. Planned and implemented deliberate teaching actions to address learning areas that need acceleration, including regular meetings to discuss target student progress and adaptations to programmes.
* Professional Learning Development support in mathematics and for making/moderating OTJ’s – ie: more robust assessments.
* Teachers inquiring into practice, and seeking colleague advise/assistance to adapt programmes for individual student needs.
* Teacher variability in making OTJ’s and moderating these.
* Very small numbers of students in some of the target groups has a larger effect on percentages eg: Pasifika cohort.

***Next steps in 2017:-***

* Participation in Ministry of Education ‘Mathematics Support Teachers’ (MST) initiative to support focus/leadership in mathematics teaching/student achievement.
* Continue to identify and target individual students currently achieving below/at risk of falling below the standard, to differentiate programmes to accelerate their mathematics progress.
* Focus on differentiating teaching/workshops and ability group teaching in classes to meet student needs
* Provide individual/small group intervention programmes to accelerate progress eg: MST teacher working with identified individuals/target groups of students throughout the school.
* Plan and implement deliberate teaching actions to address learning areas that need acceleration.
* Continue to use the strategies that helped make sound progress in the past to support students to accelerate progress to be achieving at/above the standard by the end of 2017.
* Closely monitor/track identified target students’ progress and programmes; also discuss at staff/syndicate meetings as ‘Puzzles of Practice’ for colleague support to adapt programmes and improve student engagement.
* Further develop school processes for identifying reasons for underachievement to address these issues quickly – especially for Maori and Pasifika students.
* Continue to explore culturally responsive approaches for teaching Mathematics and engaging with families/whānau to do this.
* Engage 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.
* Find out further information from students/whānau to understand interests, culture, ways to engage with student and whānau,
* Continue to review teacher strengths/capability and provide Professional Learning Development to further teacher capability in assessing and moderating assessments against the mathematics standards to promote consistency of practice.
* Refine school wide moderation processes for OTJ’s in Mathematics and explore further tools to assist moderation eg: PACT tool.
* Continue to promote moderation within school and explore further how this may occur across local schools.
* Apply for learning assistance as required eg: RTLB, Assistive Technology for individual student needs
* Further refine processes for teachers to reflect on and improve practice eg: ‘Teaching as Inquiry’, TLCs, Puzzles of Practice, Classroom observations/feedback.

**Reading**

This is the sixth year the school has assessed reading progress against National Standards. Moderated OTJs for all students in December 2013 - 2016 is compared (and 2014 - 2016 in the table below). Although multiple sources of data were used to place students on the scale (Well Below, Below, At, Above), reliability of the data presented in this report is influenced by individual teacher interpretation of the standards. Through professional development, practice and moderation teachers at Bellevue School (and nation-wide) continue to deepen their professional understanding/capability in assessments against the standards; also in reviewing and refining the moderation processes for OTJ’s to more closely align teachers’ judgments.

A group of Maori students and Pasifika students were identified as achieving below the expected level of progress in reading at the end of 2015. These became target groups for accelerated learning in 2016. Results for all students are recorded in a table below, with the target group’s progress included in the second table.

**Target 2 – Reading**

***To increase the percentage of students who are achieving at or above the National standard in reading ie: the target groups of Māori students (23/33 students or 69.7%) in December 2015 will be accelerated so that a greater number are reading at or above the standard by December 2016 (ie: at least 80%).***

***The target group of 60% Pasifika students (6/10 students or 60%) in December 2015 will be accelerated so that a greater number are reading at or above the standard by December 2016 (ie: at least 80%).***

***Outcomes/What Happened***

**Reading Data for the Whole School** (comparing Reading OTJ’s for 2016, 2015 and 2014)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Reading** | **Well Below** | **Below** | **At** | **Above** |
| ***December*** | ***2014*** | ***2015*** | ***2016*** | ***2014*** | ***2015*** | ***2016*** | ***2014*** | ***2015*** | ***2016*** | ***2014*** | ***2015*** | ***2016*** |
| All students | 9**3.6%** | 10**3.8%** | **8****2.8%** | 35**14.1%** | **46****17.6%** | **50****17.7%** | 156**62.7%** | 170**64.9%** | **157****55.5%** | 49**19.7%** | 36**13.7%** | **68****24%** |
| Boys | 6**4.5%** | 6**4.4%** | **6****4.4%** | 22**16.4%** | 25**18.5%** | **27****19.7%** | 86**64.2%** | 89**65.9%** | **81****59.1%** | 20**14.9%** | 15**11.1%** | **23****16.8%** |
| Girls | 3**2.6%** | 4**3.1%** | **2****1.4%** | 13**11.3%** | 21**16.5%** | **23****15.8%** | 70**60.9%** | 81**63.8%** | **76****52.1%** | 29**25.2%** | 21**16.5%** | **45****30.8%** |
| Maori | 1**3.1%** | 1**3%** | **1****2.4%** | 9**28.1%** | 9**27.3%** | **10****24.4%** | 19**59.4%** | 22**66.7%** | **25****61%** | 3**9.4%** | 1**3%** | **5****12.2%** |
| Pasifika | 0 | 1**10%** | **0** | 1**16.7%** | 3**30%** | **4****30.8%** | 4**66.7%** | 4**40%** | **7****53.8%** | 1**16.7%** | 2**20%** | **2****15.4%** |

* ‘All Students’ achieving at/above standards by December 2016 improved by 1%. The trend of ‘All Students’ cohorts achieving at/above moved from 84.7% in 2013, 82.4% in 2014, 78.6% in 2015 and 79.5% at/above in 2016.
* Boys cohort achieving at/above has also been trending slightly lower each year over the past four years – a difference of 9% from 2013 - 2016. The percentages from 2013 to 2015 were 85.1% - 79.1% - 77% and 75.9% in 2016.
* Girls cohort achievement decreased from 2013 to 2015 by 4% and increased by 3% in 2016 (ie: 84.1% - 86.1% - 80.3% to 82.9% in 2016).
* Maori students’ achievement increased from 2014 to 2016 by 4% (ie: 68.8%- 69.7% and 73.2% in 2016).
* Pasifika students’ cohort achieving at/above the standard decreased from 2014 - 2015 by 23% but increased in by 9% in 2016 (ie: 81.8% in 2013 - 83.4% in 2014, - 60% in 2015 and 69.2 in 2016).

**Target Groups Reading Data**

***The target this year is to move at least 4/8 (or 50%) Māori students and 2/3 Pasifika (or 66%) Pasifika students at Bellevue School achieving below the reading standard to achieve at or above the standard by December 2016***

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Number of students and target % to achieve at/above by December from 2016 Annual Plan** | Above | At  | Below  | Well Below | Total at/aboveby Dec | % at/above by Dec | % - Below in Dec | Performance Outcomes |
| **Maori students:**  4/8 students to achieve at/above (ie: 50% at/above) by December |  | **3** | **4** |  | **3** | **43%** | **57%** | Not Achieved – one student moved during the year so the target group reduced to seven. Needed to move one more student to reach the target goal for this target group,  |
| **Total Maori students:** 80% reading at or above the standard by December 2016 | **5** | **25** | **10** | **1** | **30** | **73%** | **27%** | Not Achieved – Needed to have a further three students to have moved to at/above to reach the 80% target percent for all Maori. |
| **Pasifika students:** 2/3 Pasifika students (66%) to achieve at/aove by December |  | **1** | **2** |  | **3** | **34%** | **66%** | Not Achieved – Needed to move one more student to reach the target goal for this target group,  |
| **Total Pasifika students:** 80% reading at/above the standard by December | **2** | **7** | **4** |  | **9** | **69%** | **31%** | Not Achieved – Needed to move two more students to at/above to reach the 80% target goal for this target group,  |

* Although the targets were not met for both target groups, individual students moved to achieve at the standard (three Maori and one Pasifika). Other students improved but not sufficient to achieve the expected standard by December.

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

* School wide review of planning, classroom delivery, assessment practice and targeted Professional Learning Development to further develop teacher capability in areas of need eg: Phonics programme New Entrant – Year 4, Sharp Reading school-wide and school approach to deliberate teaching actions.
* Daily programmes planned and implemented to improve reading skills, reviewed and adapted for individual students learning needs.
* Identified target student’s progress and tailored programmes closely monitored.
* Increased student use of ICT and e-learning to actively engage them in class activities and learning programmes that relate to reading.
* Targeted assistance provided through additional reading instruction in small groups/individual support, literacy groups, Reading Recovery, Resource Teacher of Literacy and Resource Teachers of Learning and Behaviour interventions.
* Literacy and ICT Professional Learning Development provided to improve teacher capability for delivery of reading programmes and understanding of reading standards eg: Sharp Reading.
* Provided consistent encouragement/opportunities for students to regularly self-assess/reflect on their reading, talk about their progress towards their goals and share their progress.
* Planned so that target students programmes were differentiated and responsive to learning needs/interests.
* Data used to plan programmes, review progress, adapt programmes and make OTJ’s against the reading standards.
* Library open during breaks and more accessible to students to encourage further reading opportunities/reading for enjoyment.

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

* Very small numbers of students in some target groups (eg: Maori and Pasifika) have larger effect on the percentages.
* From 2014 Ongoing Resource Student data was included in the data. ORS/High learning needs students can impact on percentages for smaller cohorts.
* Transition of students in/out of Bellevue School – movement in and out of school is higher in some years or cohort groups than others.
* Rapid increase in roll growth in New Entrant enrolments in second half of 2016.
* Increased number of students identified as Maori in 2016 after declining/smaller numbers in previous three years (ie: 37 in 2013, 32 in 2014 and 33 in 2015 increased to 41 in 2016).
* Professional Learning Development and support for making and moderating OTJ’s – more robust assessments.
* Teacher variation in making OTJ’s and moderating these. Initially only using Running Records. Teachers now using other tools, tasks and observations to make OTJ’s.
* Changed approach to assessment and moderation of reading – more in-depth consideration of comprehension rather than relying on ‘de-coding’.
* Increased focus/meetings to assess accuracy of OTJ’s made across school.
* Data collation and more in-depth analysis to determine progress and next steps/adaptations to programmes.
* Huge school/teacher focus/priority on on differentiating and adapting programmes to teach to student needs in writing during 2016 may have impacted on reading programmes.
* Parent/whānau and student involvement in learning discussions and decisions.
* Teachers inquiring into practice, and seeking colleague advice/assistance to adapt programmes for individual student needs.

***Next steps in 2017:-***

* Continue to identify and target students who are currently achieving below or ‘at risk’ of falling below the standard, to differentiate programmes to accelerate their reading progress.
* Identify smaller groups of target students to closely monitor progress and programmes – track/discuss in syndicate/staff meetings/ ‘Puzzles of Practice’/Teacher Learning Circles for colleague support to improve engagement/progress.
* Identify ‘at risk’ students who just met the standard the year before (especially those younger Year 4 students moved from End of Year 3 – Year 4 standard in same year) to plan then use deliberate teacher action when implementing programmes to support their learning.
* Continue to apply for learning assistance as required eg: RTLB, RT Lit.
* Review the strategies that helped make sound progress in the past and use to support students to accelerate progress to achieve at or above the standard.
* Further develop school processes for identifying reasons for underachievement to address issues quickly.
* Continue additional focused adult assistance for target students and students ‘at risk’ of falling behind new standard eg: Reading Recovery, teacher aide, small group teaching.
* Further professional development/tools used to practice making and moderating OTJ’s in vertical teams to promote consistency of practice and investigate moderation across local schools and tools to make more objective OTJ’s eg PACT tool.
* Refine processes and tools used for teachers to reflect on and improve practice eg: ‘Teaching as Inquiry’, TLCs, Puzzles of Practice, Classroom observations/ feedback, RTLB assistance.
* Differentiated teaching/ability group teaching in classes to meet student needs.
* Continue to work to increase parent/whānau involvement and support for reading progress eg: use school reading learning progressions (poutama) with students and parents/whānau to support reading learning and progress.
* Deliberate teacher action to improve personalised learning pathways for students to engage with their families about their reading goals and how they could support this at home.
* Adapt and trial ways to find out further information from students/whānau to understand interests, culture, ways to engage with student and whānau.
* Upgrade the system for accessibility of resources and improve reading resources available to support learning programmes.
* Further review of teacher strengths/capability to provide Professional Learning Development to increase teacher capability in assessing and moderating OTJ’s.
* Continue to refine school wide moderation processes for OTJ’s in reading.

**Writing**

This is the sixth year the school has assessed writing progress against National Standards. December 2016 writing OTJ’s are compared with writing OTJ’s in December 2013, 2014 and 2015 to gauge achievement progress over time. Although multiple sources of data were used to place students on the scale (Well Below, Below, At, Above), reliability of the data presented in this report is influenced by teacher interpretation of the standards. Through further professional development, practise and moderation teachers at Bellevue School (and nation-wide) continue to deepen their professional understanding/capability in assessments against the standards; also in reviewing and refining the moderation processes for OTJs to more closely align teachers’ judgments.

AT the end of 2015 a cohort of Maori students and Boys were identified as achieving below the expected level of progress in writing. A group of 39 boys and 12 Maori students (seven boys are also in the Maori student cohort) were identified as target groups for accelerated learning in 2016. 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 increase the percentage of students who are achieving at or above the National Standard in writing ie: the target groups of Boys (76/135 boys or 56.3%) and the target group of Māori (18/32 Māori students or 56.3%) writing above the standard in December 2015 will be accelerated so that a greater number are achieving at or above the writing standard by December 2016 (ie: at least 75% Boys and 75% Māori students).***

***Outcomes/What Happened***

**Whole School Writing Data** (comparing writing OTJ’s for 2016, 2015 and 2014)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Writing** | **Well Below** | **Below** | **At** | **Above** |
| ***December*** | **2014** | ***2015*** | **2016** | **2014** | ***2015*** | ***2016*** | **2014** | ***2015*** | ***2016*** | **2014** | **2015** | **2016** |
| All students | 14**5.6%** | 12**4.6%** | **6****2.1%** | 60**24.1%** | 80**30.5%** | **54****19.1%** | 153**61.4%** | 159**60.7%** | **89****66.8%** | 22**8.8%** | 11**4.2%** | **34****12%** |
| Boys | 11**8.2%** | 9**6.7%** | **6****4.4%** | 42**31.3%** | 50**37%** | **34****24.8%** | 74**55.2%** | 70**51.9%** | **87****63.5%** | 7**5.2%** | 6**4.4%** | **10****7.3%** |
| Girls | 3**2.6%** | 3**2.4%** | **0** | 18**15.7%** | 30**23.6%** | **20****13.7%** | 79**68.7%** | 89**70.1%** | **102****69.9%** | 15**13.0%** | 5**3.9%** | **24****16.4%** |
| Maori | 3**9.4%** | 2**6.1%** | **2****4.9%** | 12**37.5%** | 14**42.4%** | **8****19.5%** | 16**50%** | 16**48.5%** | **29****70.7%** | 1**3.1%** | 1**3%** | **2****4.9%** |
| Pasifika | 0 | 1**10%** | **0** | 3**25.0%** | 2**20%** | **2****15.4%** | 8**66.7%** | 7**70%** | **10****76.9%** | 1**8.3%** | **0** | **1****7.7%** |

* The ‘All Students’ cohort achieving at/above standard increased 13.9% in 2016. Comparing achievement trends show 69.4% (2013) – 70.2% (2014), 64.9% (2015) and 78.8% in 2016.
* Boys achievement at/above the standard increased in 2016 ie: boys achieving at/above was 59.6% (2013) - 60.4% (2014) - 56.3 (2015) and 70.8% in 2016.
* Girls achievement has increased in 2016 with 12.3% more achieving at/above standard ie: 80.9% (2013) - 81.7% (2014) - 74% (2015) and 86.3 in 2016.
* The Maori cohort achieving at/above the standard has increased significantly as compared with 67.6% (2013) - 53.1% (2014) - 51.5% (2015) – 75.6% in 2016.
* The Pasifika cohort achievement rate has increased by nearly 15% this year compared with 2015 ie:72.7% (2013) - 75% (2014) – 70% (2015) and 84.6% in 2016.

**Target Groups Writing Data**

***The target is to move at least 20/39 (51%) Boys currently at Bellevue School who are achieving below the writing standard to be achieving at/above the standard by December 2016, and to move 7/12 (or 58%) Māori students currently at Bellevue School who are achieving below the writing standard to achieve at or above the standard by December 2016.***

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Number of students + target % to achieve at/above by December from 204 Annual Plan**  | Above | At  | Below  | Well Below | Total at/aboveby Dec | % at/above by Dec | % - Belowin Dec | Performance Outcomes |
| **Boys:** 20/39 (51%) to achieve the standard by December |  | **15** | **21** | **2** | **15** | **39%** | **61%** | Not Achieved – one student moved during the year so the target group reduced to 38. Needed to move four – five more students to reach the target goal of 51% achieving at/above standard for this target group,  |
| **Total Boys:** at least 75% achieving at or above the standard by December | **10** | **87** | **34** | **6** | **97** | **71%** | **29%** | Not Achieved – need to move another six students to reach the goal of 75% all boys achieving at or above. |
| **Māori:** 7/12 Māori (ie 58%) to achieve at/above standard by December |  | **5** | **5** | **1** | **5** | **45%** | **55%** | Not Achieved – one student moved during the year so the target group reduced to 11. Needed to move one – two more students to reach the target goal of 58% achieving at/above standard for this target group,  |
| **Total Maori:**  at least 75% achieving at or above the standard by December | **2** | **29** | **8** | **2** | **31** | **76%** | **24%** |  Achieved   |

* Although progress was made in student attitude, engagement and towards the OTJ targets some students did not make sufficient progress to reach the expected standard and the targets were not met for the Boys cohort. Writing achievement continues as a target for 2016

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

* Term 1 school wide review of planning, classroom delivery, assessment practice and achievement to determine Professional Learning Development to further develop teacher capability in areas of need eg: Phonics programme New Entrant – Year 4. Requested possiblility of Student Achievement Function (SAF) assistance to focus on improving writing.
* In Terms 3 and 4 the school change team worked with SAF facilitator to develop a detailed ‘Raising Achievement Plan’ for target groups of Boys and Maori students, meeting fortnightly to review progress and plan next steps.
* Clarified and re-calibrated expected levels students should be working at for making OTJ’s and moderating writing at Bellevue School from SAF/MOE guidelines.
* Used guidelines for expected level of achievement with students ie: curriculum level expectations and teacher developed learning expectation documents.
* Students were encouraged to take an increasing part in/ownership of setting their learning goals and activities by looking at expected levels of achievement for their level of schooling, and next steps from where they were currently working.
* Regularly clarified learning intentions and success criteria with students.
* Teachers consciously planned and used teaching strategies that research has identified as being more effective at involving students in learning.
* Every teacher focused on school priority for planning/implementing daily programmes to improve writing, reviewing/adapting these for individual student’s needs.
* Target students daily programmes were differentiated to respond to learning needs/interests and focused on accelerated learning.
* Students’ continued to collect ideas for writing eg: Seed Books, Ideas Notebook and given greater choice about what they wrote about.
* Continued shift from ‘genre-based’ writing to ‘purpose-driven’ and student choice for writing.
* Continued focus on individualised learning experiences eg: Reading Recovery programme, literacy groups, boys group writing about Minecraft.
* Targeted additional adult assistance eg: teacher aide, small group teaching for target students.
* Data used to plan programmes, review progress, adapt programmes and make OTJ’s against the writing standards.
* Identified target students, clsoely monitored progress/programmes in staff 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. Students had choice to write using e-learning devices (chrome books, ipads) to promote engagement in learning.
* Literacy Professional Learning Development provided to improve teacher capability for delivery of writing programmes, understanding of writing standards and moderation of OTJ’s against the writing standards school-wide eg: change team professional development in using PACT this year.
* 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 used to engage/inform parents, encourage assistance/support for their child/ren’s writing eg: ‘Meet the Teacher’, Three Way Conferences.

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

* Strong school wide focus and priority on daily teaching and writing practice in 2016 – emphasized ‘every day every child writing’, release for senior teacher to undertake whole school review, appraisal goals related to writing, TLC’s and professional development focus on writing.
* Teachers noticed/reported an increase of engagement and willingness to write (except for some of their more reluctant students).
* Reduction in teacher variability in making OTJ’s as used re-calibrated and clarified expected levels that students should be working at (developed with SAF/MOE) when making/moderating writing. Worked in teams to moderate using these levels (in 2015 teacher inquiry focus ‘Are we marking too hard for writing OTJ’s?’).
* Investigated use of PACT tool to assist moderating OTJ. Trialled use with some teachers and for confirming OTJ’s for some students writing for December. Continued using a number of samples from student writing books rather than a ‘one-off’ sample in ‘test’ conditions as did in 2013.
* Developed Bellevue Writing Progressions (poutama) to guide students, teachers and parents/ whānau. for expected progress in writing.
* From 2014 Ongoing Resource Student data was included in writing data.
* 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: Maori and Pasifika.

***Next steps in 2017-***

* Continue whole school focus on writing improvement/acceleration and ensuring daily writing in every class.
* Request further assistance from SAF for 2017 – change team to drive improvement and accelerated writing achievement school wide. Review and develop/implement new Raising Achievement Plan.
* School wide use of Bellevue Writing Poutama to guide expectations, set goals and check progress, and plan deliberate teaching actions
* Target groups for accelerated writing progress for individuals identified from 2016 data and areas of need identified for each student.
* Teachers increased involvement in identifying/choosing target students for accelerated progress in their rooms using data from 2016 and their early assessments.
* Manageable target groups so each teacher clearly focused on lifting student writing achievement for these students ie: no more than five in each class.
* All staff proactive to improve attendance, participation, involvement and engagement for identified students.
* Monitor progress/ adapt programmes using school Tracking and Monitoring Sheet and PACT to check/discuss progress each month.
* Further develop school processes for identifying reasons for underachievement to address issues quickly – especially boys and Maori students
* Apply for learning assistance as required eg: RTLB, RTLit, Assistive Technology
* Further develop use of tools to assist making more objective/accurate writing OTJ’s eg: Train whole staff to use writing PACT tool to assist making OTJ’s and expect regular use/OTJ’s for target students
* Trial and adapt methods to find out further information from students/whānau to understand interests, culture, ways to engage with student and whanau eg: Whānau Strengthening meetings.
* Engage in face to face conversations with parents/ whānau about writing goals and expectations, how to help at home, the importance of being at school each day and regularly practising writing skills.
* Regularly clarify and review learning intentions and success criteria with students – daily check in with target group students.
* Further professional development and practise of making and moderating OTJ’s in vertical teams to promote consistency of practice.
* Seek/investigate further moderation across local schools.