**2018 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.



**2018 Summary of Student Achievement Targets Aiming for** (green) **and the Achievement Outcomes for these** (black)

**Target 1** – **Mathematics**

***To continue to increase the percentage of students who are achieving at or above the appropriate curriculum level by December 2018, especially in the identified target group of Māori students, also students currently achieving well below/below and at risk of falling below the expected level.***

These cohort groups will be accelerated so that a greater number are achieving at or above the expected mathematics curriculum level by December 2018. A change from:

* 73% Māori in 2017 to at least 80 - 85%
* All students, Boys and Girls cohort groups to continue to achieve at least 80 - 85%

The target this year is to move at least the following number of students in each identified target group to be at/above the appropriate curriculum level by December 2018:

* 3/4 (75%) of identified Maori students
* 10/13 (77%) of identified students currently achieving well below/below or at risk of falling below expected curriculum level.

In 2018 the mathematics targets for Māori students were met for the cohort group of Māori students but not for the identified target group of Māori students:

* 2/4 (ie: 50%) identified target students met the target. One more student needed to reach the expected curriculum level to meet the target goal of 75% achieving at/above in this target group.
* 38/41 (ie: 93%) achieved at or above the expected curriculum level so the target of 80 - 85% Māori students achieving at/above the expected level by December was met.

In 2018 all mathematics targets for All Students, Boys and Girls were met by December:

* 9/11 (82%) of identified students met the target. From the group of identified Year 3-6 boys and girls the percentage target goal of 77% was achieved by the end of December.
* 304/327 (ie: 93%) of all students were working at or above the curriculum level by December – 150/157 (95%) Boys and 154/170 (91%) Girls, therefore we exceeded the target of 80 - 85% achieving at/above the expected level by December for the cohort groups of All Students, Boys and Girls.

**Target 2 – Writing**

***To continue to increase the percentage of students who are achieving at or above the appropriate curriculum level in writing by December 2018, especially in the identified target groups of Boys and Māori students.***

These cohort groups will be accelerated so that a greater number are achieving at or above the expected writing curriculum level by December 2018. A change from:

* 68% Boys in 2017 to at least 80%
* 76% Māori in 2017 to at least 80%

The target this year is to move at least the following number of students in each identified target group to be writing at/above the expected writing curriculum level by December 2018:

* 4/6 (67%) of identified Maori students
* 10/14 (71%) Boys

In 2018 the targets for Boys were met by December as:

* 11/14 (ie: 79%) achieved at/above so this met the target of at least 71% achieving at/above the expected curriculum level for this target group.
* 130/158 (ie: 82%) met the target of at least 80% boys achieving at/above the expected curriculum level by December.

The 2018 Māori targets were achieved as:

* 4/6 (ie: 67 %) achieved at/above which met the target of at least 67% achieving at this level by December.
* 38/41 (ie: 93%) achieved at/above which exceeded the goal of at least 76% of the Maori cohort reaching the expected writing level by December.

**Full Report of Student Achievement Targets and Analysis of Variance for 2018**

**Mathematics**

This is the first year that the school has returned to reporting against the expected curriculum level after seven years of reporting mathematics progress against National Standards. This year 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 Below/Working Towards, 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 with the standards in 2015, 2016 and 2017, along with the large number of students moving in and out of the school. 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 curriculum levels; also in reviewing and refining the moderation processes for OTJ’s to more closely align teacher judgments.

A group of Year 3-6 students and a group of Māori students were identified as achieving below the expected level of progress in mathematics in December 2017. These became the target groups for accelerated mathematics learning in 2018. 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 who are achieving at or above the appropriate curriculum level by December 2018, especially in the identified target group of Maori students, also students currently achieving well below/below and at risk of falling below the expected level.***

***Outcomes/What Happened***

**Whole School Mathematics Data** (comparing mathematics National Standard OTJ’s for 2015, 2016, 2017 with expected curriculum level in 2018)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mathematics** | **Well Below** | | | | **Working Towards/Below** | | | | **At** | | | | **Above** | | | |
| ***December*** | ***2015*** | ***2016*** | ***2017*** |  | ***2015*** | ***2016*** | ***2017*** | ***2018*** | ***2015*** | ***2016*** | ***2017*** | ***2018*** | ***2015*** | ***2016*** | ***2017*** | ***2018*** |
| All students | **6**  **2.3%** | **6**  **2.1%** | 2  **1%** |  | 44  **16.8%** | **36**  **12.7%** | 43  **14%** | **23**  **7%** | 157  **59.9%** | **193**  **68.2%** | 220  **75%** | 269  **82.3%** | 55  **21%** | 48  **17%** | 30  **10%** | 35  **10.7%** |
| Boys | **4**  **3%** | **5**  **3.6%** | 2  **1%** |  | 22  **16.3%** | **16**  **11.7%** | 21  **14%** | **7**  **4.5%** | 80  **59.3%** | **93**  **67.9%** | 111  **75%** | 132  **84%** | 29  **21.5%** | 23  **16.8%** | 15  **10%** | 18  **11.5%** |
| Girls | **2**  **1.6%** | **1**  **0.7%** | 0 |  | 22  **17.3%** | **20**  **13.7%** | 22  **15%** | 16  **9.4%** | 77  **60.6%** | **100**  **68.5%** | 109  **75%** | 137  **80.6%** | 26  **20.5%** | 25  **17.1%** | 15  **10%** | 17  **10%** |
| Māori | 1  **3%** | **1**  **2.4%** | 0 |  | 8  **24.2%** | **8**  **19.5%** | 11  **27%** | 3  **7.2%** | 21  **63.6%** | **30**  **73.2%** | 30  **73%** | 36  **88%** | 3  **9.1%** | 2  **4.9%** | 0 | 2  **4.8%** |
| Pasifika | 0 | **0** | 0 |  | 3  **30%** | **5**  **38.5%** | 3  **18%** | 2  **9%** | 7  **70%** | **8**  **61.5%** | 14  **82%** | 21  **91%** | 0 | 0 | 0 | 0 |

* In 2018 all students previously identified as well below and below are now identified in the same cohort of students working towards/below the expected curriculum level. This is how the data is recorded and retrieved from the School Management System from 2018.
* 93% of ‘All Students’ were judged to be achieving at or above the expected curriculum level by December 2018 (compared with 79.9% in 2014, and 80.9% in 2015 and 85.2% in 2016 and 85% in 2017) ie: an increase of 13% students over the past five years.
* Although the percentage of all students achieving above decreased from 2015 - 2017, this increased slightly in 2018 for All Students, Boys and Māori students.
* The Girls cohort judged as achieving at/above from 2015 – 2108 has shown an increase of 9.5% over the past four years (ie: 81.1% - 85.6% - 85% - 90.6% in 2018). This year there are the same percentage of girls judged to be achieving above as in 2017.
* The Boys cohort judged as achieving at/above has improved from 2015 (80.8%) and through the following four years to 2018 by 14.7% (ie 80.8%- 84.7% - 85%- 95.5%). There are more boys and a higher percentage of boys judged to be achieving above the standard in 2018 than the previous year.
* As a cohort Māori students’ judged to be achieving at/above in Mathematics increased from 2015 – 2018 with 72.7% - 78.1 – 73% and now 92.8% this year. There are now 20.1% more Māori students judged to be achieving at/above in Maths than four years previously (2015).
* Pasifika students’ cohort has increased achievement from 2015 – 2018, with a dip in achievement in 2016 (ie: 70% - 61.5%- 82% - 91%). There were 20.1% more Pasifika students judged as achieving at/above in 2018 compared with 2015. However these percentage figures represent a very small cohort as achievement trends tracked 10 students in 2015, 13 in 2016, 17 in 2017 and 23 in 2018.

**Target Groups Mathematics Data**

*The target was to move at least 3/4 Māori students (or 75%) and at least 10/13 Year 3 - 6 students (or 77%) who were achieving below the expected mathematics curriculum level as Year 2 - 5 students in 2017 to achieve at or above the expected curriculum level by December 2018. We also aimed to increase the number of students in both the Māori and All Students cohort groups in 2018 to have at least 80 – 85% achieving at the expected level.*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Number of students and the target % to achieve at/above by December from 2018 Annual Plan** | **Above** | **At** | **Below** | **Well Below** | **Total at/above**  **by Dec** | **% at/above by Dec** | **% - Below**  **in Dec** | **Performance Outcomes** |
| **Māori students:** at least 3/4 students (ie:75%) to achieve at/above the expected curriculum level by December |  | **2** | **2** |  | **2** | **50%** | **50%** | Not Achieved – needed to move one more student to reach the 75% target. |
| **Total Māori students:** at least 80 - 85% achieving at/above expected curriculum level by December | **2** | **36** | **3** |  | **38** | **92.7%** | **7.3%** | Achieved |
| **Year 3 - 6 Students:** 10/13 students (77%) to achieve at/above expected curriculum level by December |  | **9** | **2** |  | **9** | **82%** | **18%** | Achieved – two students moved this year so the % was taken from 11 students. |
| **Total All Students:** at least 80 - 85% achieving at/above expected curriculum level by December | **35** | **269** | **7** |  | **302** | **93%** | **7%** | Achieved. |

The goal was achieved for the Year 3-6 students identified as the target group of 13 students. The final target percentage was out of 11 students as two had left the school during the year. The total Māori and All Students groups both exceeded the target of 80 – 85% of these groups achieving at or above the expected curriculum level.

Although the targets were not met for the small number in the identified Māori student target group, individual students moved to achieve at the expected curriculum level while other students improved but not sufficiently to be judged as achieving at the expected level by December. Mathematics achievement continues as a target for 2019.

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

* Mathematics leadership to improve understanding of expected curriculum achievement level for students throughout the school and to support the delivery of mathematics programmes.
* Mathematics resource teacher continued second year of Mathematics Supplementary Teacher training initiative and took small groups of identified students to accelerate achievement.
* Clarified processes for data collection school wide. Data used to make Overall Teacher Judgements (OTJ’s) for each identified student against curriculum levels.
* Provided further professional learning development, practice and feedback for making OTJ’s and used PACT to assist with moderation of OTJ’s for target students and those uncertain of.
* 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.
* Variety of assessment tools/tasks used to assess student achievement/inform teaching, including PAT, JAM, GLOSS, Number Knowledge and Basic Facts.
* Fundraised to purchase $7997 of additional mathematics equipment for students to manipulate when problem solving.
* 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.

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

* Making/moderating OTJ’s against the curriculum levels in 2018 rather than National Standards, and teacher variability in making OTJ’s - also when moderating these.
* 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.
* 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.
* Further work on clarifying expected learning progressions (poutama) for students as they move through the school and an increased focus on mathematics learning dispositions students require to be good mathematicians.
* Teacher focus on differentiating programmes to teach to student needs and also working students in heterogeneous (mixed ability) groups.
* 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 from MST Teacher, then PLD facilitator also started working with teaching team from mid-year.
* Teachers inquiring into practice, and seeking colleague advice/assistance to adapt programmes for individual student needs.
* Very small numbers of students in some of the target groups has a larger effect on percentages eg: Pasifika cohort.

***Next steps in 2019:-***

* Continue to use the strategies that helped make sound progress in 2018 to support students to accelerate progress to achieve at/above the expected curriculum level by the end of 2019.
* Mathematics Lead Teachers, Mathematics facilitator and Mathematics Team (one teacher from each hub) to develop detailed, planned approach to improving student mathematics learning dispositions and teaching across the school.
* Engage a second mathematics Lead Teacher so have one in junior school (Year 1-3) and one in senior (Year 4-5) to support teacher PLD and improved student learning programmes.
* Apply PLD in mathematics to assist ‘on-site’ training/modelling for teaching mathematics – target Professional Learning Development to further develop teacher capacity in promoting learning dispositions/key competencies that support accelerated learning.
* Every teacher to have one appraisal goal related to improving mathematics achievement.
* 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 below/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.
* Provide individual/small group intervention programmes to accelerate progress eg: MST teacher working with identified individuals/a target group of students in senior area of the school. Possibility of this in junior school with the second mathematics teacher to be explored.
* Closely monitor/track target student progress/programmes and discuss at staff/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 engaging with families/whānau to do this.
* Further engagement 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 eg: WEAP (Whānau Education Action Plan) training for all teachers.
* Find out additional information from students/whānau to understand interests, culture, ways to engage with student and whānau.
* Continue to review teacher strengths/capabilities and provide Professional Learning Development to further teachers’ abilities to use successful teaching approaches, also to assess against the mathematics curriculum levels to promote consistency of practice.
* Refine school wide moderation processes in Mathematics using PACT tool to assist assessment and moderate teacher judgements.
* 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’, Puzzles of Practice, Classroom observations/feedback.

**Writing**

This is the first year that 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 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, 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 with the standards in 2015, 2016 and 2017, along with the large number of students moving in and out of the school. 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 curriculum levels; also in reviewing and refining the moderation processes for OTJ’s to more closely align teacher judgments.

At the end of 2017 a cohort of Māori students and Boys were identified as achieving below the expected level of progress in writing. A group of 14 Boys and six Māori students (four boys are also in the Māori student cohort) were identified as target groups for accelerated learning in 2018. Results for all students are recorded in a table below, with the target group’s progress included in the second table.

**Target 2 – Writing**

***To continue to increase the percentage of students who are achieving at or above the appropriate curriculum level in writing by December 2018, especially in the identified target groups of Boys and Māori students.***

***Outcomes/What Happened***

**Whole School Writing Data** (comparing writing National Standard OTJ’s for 2015, 2016, 2017 and curriculum level expectation for 2018)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Writing** | **Well Below** | | | | **Working Towards/Below** | | | | **At** | | | | **Above** | | | |
| ***December*** | ***2015*** | **2016** | **2017** |  | ***2015*** | ***2016*** | **2017** | **2018** | ***2015*** | ***2016*** | **2017** | **2018** | **2015** | **2016** | **2017** | **2018** | |
| All students | 12  **4.6%** | 6  **2.1%** | 10  **3%** |  | 80  **30.5%** | 54  **19.1%** | 59  **20%** | 42  **12.8%** | 159  **60.7%** | 89  **66.8%** | 199  **68%** | 257  **78.6%** | 11  **4.2%** | 34  **12%** | 27  **9%** | 28  **8.6%** | |
| Boys | 9  **6.7%** | 6  **4.4%** | 8  **5%** |  | 50  **37%** | 34  **24.8%** | 40  **27%** | 28  **17.7%** | 70  **51.9%** | 87  **63.5%** | 94  **63%** | 124  **78.5%** | 6  **4.4%** | 10  **7.3%** | 7  **5%** | 6  **3.8%** | |
| Girls | 3  **2.4%** | 0 | 2  **1%** |  | 30  **23.6%** | 20  **13.7%** | 19  **13%** | 79  **8.3%** | 89  **70.1%** | 102  **69.9%** | 105  **72%** | 133  **78.7%** | 5  **3.9%** | 24  **16.4%** | 20  **14%** | 15  **13%** | |
| Māori | 2  **6.1%** | 2  **4.9%** | 0 |  | 14  **42.4%** | 8  **19.5%** | 10  **24%** | 6  **15%** | 16  **48.5%** | 29  **70.7%** | 30  **73%** | 31  **77.5%** | 1  **3%** | 2  **4.9%** | 1  **3%** | 3  **7.5%** | |
| Pasifika | 1  **10%** | 0 | 1  **6%** |  | 2  **20%** | 2  **15.4%** | 3  **18%** | 0 | 7  **70%** | 10  **76.9%** | 11  **65%** | 22  **96%** | 0 | 1  **7.7%** | 2  **12%** | **1**  **4%** | |

* In 2018 all students previously identified as well below and below are now identified in the same cohort of students working towards/below the expected curriculum level. This is how the data is recorded and retrieved from the School Management System from 2018.
* The ‘All Students’ cohort achieving at/above increased 22.3% from 2015 to 2018. Comparing achievement trends show 64.9% (2015), 78.8% (2016), 77% (2017) to 87.2 in 2018.
* Boys achievement judged to be at/above increased by 26% from 2015 – 2018 with a variation over these years ie: 56.3% (2015) - 70.8% (2016), 68% (2017) and 82.3% in 2018.
* Girls achievement of 91.7% at/above in 2018 shows an increase of 17.7% more girls achieving at/above standard over this four year period ie- 74% (2015) - 86.3 (2016) 86% (2017). Fewer girls were judged to be achieving above standard in 2017 and 2018 than in 2016.
* The Māori cohort achieving at/above the standard has increased significantly over the four year period from 51.5% (2015) – 75.6% (2016) – 76% (2017) to 85% in 2018. Fewer Māori students were judged to be Working Towards/Below the standard in 2018 than in the previous four years.
* The Pasifika cohort achievement rate increased significantly by 30% from 2015 – 2018 ie:- 70% (2015) and 84.6% (2016) 78% (2017) and 100% in 2018.
* The percentage of students judged to be achieving as above expected levels increased in the Māori student group this year and all other cohort groups showed a decrease in 2018.

**Target Groups Writing Data**

*The target is to move at least 10/14 (71%) Boys currently at Bellevue School achieving below the expected curriculum level for writing to be achieving at/above the expected level by December 2018; also to move 4/6 (or 67%) Māori students achieving below the expected curriculum level in writing to achieve at or above this level by December 2018. The aim was to have 80% of both total Boys and Maori cohorts achieving at or above by December.*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Number of students + target % to achieve at/above by December from 2018 Annual Plan** | Above | At | Below | Total at/above  by Dec | % at/above by Dec | % - Below  in Dec | Performance Outcomes |
| **Boys:** at least 10/14 (ie: 71%) of identified Boys  to achieve the expected curriculum level by December |  | **11** | **3** | **11** | **79%** | **21%** | Achieved. |
| **Total Boys:** at least 80% achieving at or above the expected curriculum level by December | **6** | **124** | **28** | **130** | **82.3%** | **17.7%** | Achieved. |
| **Māori: 4**/6 Māori (ie 67%) to achieve at/above expected curriculum level by December |  | **4** | **2** | **4** | **67%** | **33%** | Achieved. |
| **Total Maori:**  at least 80% achieving at or above the expected curriculum level by December | **3** | **31** | **6** | **34** | **85%** | **15%** | Achieved. |

Progress was made in student attitude, engagement and towards the expected curriculum level targets by all students, although some did not make sufficient progress to reach the expected level. Targets were met for the Boys and the Māori identified target groups of students and for these two cohort groups. Writing achievement continues as a target for 2019.

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

* Continued ‘Change Team’ (one teacher from each hub) using the Student Achievement Function structures to focus on improving writing for individual and identified groups of students.
* ‘Raising Achievement Plan’ for target groups of Boys, Māori and Year 6 students included this ‘Change Team’ meeting every three weeks to review progress/plan next steps.
* Clarified expected curriculum levels students should be working at with staff, 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 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.
* Teachers regularly clarified learning intentions and success criteria with students, and discussed what good writers do.
* Every teacher prioritised for 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 their learning.
* Teachers used PACT tool to assist making OTJ’s and moderate writing across school.
* 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 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. Students had choice to write using e-learning devices (chrome books, ipads) to promote engagement in learning.
* Literacy Professional Learning Development to support teacher capability for delivery of writing programmes, understanding curriculum level expectations and moderation of OTJ’s in hubs using PACT to assist with this.
* 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, Target Student Whānau Meetings.

*Reasons for Variance/Why it happened:-*

* Strong school wide focus and priority on daily teaching and writing practice in 2018 – emphasized ‘every day every child writing’, appraisal goals related to writing, and professional development focus on writing.
* Teachers noticed/reported an increase of engagement and willingness to write (even for some of their more reluctant students).
* Reduction in teacher variability in making OTJ’s as used clarified expected levels that students should be working at and PACT tool when making judgements about curriculum level/moderating writing. Worked in hubs to moderate using these for students at risk or difficult to determine level working at.
* Used PACT tool to assist moderating OTJ and confirming OTJ’s. Continued using a number of samples from student writing books rather than a ‘one-off’ sample in ‘test’ conditions.
* 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 increased/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 2019: -***

* Work with Titiro ki Mua PLD facilitator/initiative to target developing learning dispositions/key competences to continue writing improvement and accelerated learning for target students.
* PLD, literacy leader and Writing Team (one teacher from each hub) to provide support for improvement/accelerated writing achievement school wide and for identified students.
* School wide use of Bellevue Writing Poutama and PACT tool to guide expectations, set goals and check progress, and plan deliberate teaching actions.
* Ensure daily writing in each class with focus on improving writing achievement through strengthening the key competencies/learning dispositions
* Teachers’ active involvement in identifying/choosing target groups for accelerated writing progress in each hub ie: individuals identified from 2018 data and teacher early observation/assessments.
* Manageable target groups across the hub (eg: no more than six students for a three teacher hub) are monitored/discussed regularly so each teacher is clearly focused on collaboratively lifting student writing achievement for these students.
* Every teacher to have one appraisal goal related to improving writing achievement.
* All staff proactive to improve attendance, participation, involvement and engagement for identified 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.
* Further develop school processes for identifying reasons for underachievement to address issues quickly – especially boys and Māori students.
* Apply for learning assistance as required eg: RTLB, RTLit, and Assistive Technology.
* Further develop use of tools to assist making more objective/accurate writing judgements about student achievement levels eg: whole staff continue to use writing PACT tool to assist making judgements and regular use for assessing target student progress
* 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 WEAP training to assist further engagement 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 students.
* Further professional development and practise to make and moderate teacher judgements of achievement in teams to promote consistency of practice.
* Seek/investigate further moderation of assessment judgement across local schools.

**Kiwi Sport Funding -** In the 2018 Operations Grant, Bellevue School received a total of $4437.25. This was spent on whole school Beach Education programmes delivered by the Surf Life Saving NZ.