**2019 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.



**2019 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**

***To continue to increase the level of student ability to concentrate in class by December 2019, especially in the identified target year groups.***

These cohort groups will be supported to extend their key competencies so a greater number are responding ‘I find it easy to concentrate on what I am doing in class’.

* 63% of all Year 4/5 students in 2018 to at least 70 - 75% of all Year 5/6 students in 2019
* 50% Year 4 Māori/Pasifika and 67% Year 5 Māori/Pasifika in 2018 to at least 70 - 75% as Year 5/6 students in 2019
* 61% Year 5 Boys (compared with 78% Year 5 Girls) in 2018 to at least 70 - 75% as Year 6 students in 2019

The Student Well-being targets were met for all cohort groups so that a greater number of students were responding ‘I find it easy to concentrate on what I am doing in class’ by December.

* 76.2% (64/84 of all Year 5/6 students) responded positively so the target of ‘at least 70 - 75% of all Year 5/6 students in 2019’ was met
* 69% (11/16 of Year 5/6 Māori/Pasifika students) responded positively so the target of ‘at least 70 - 75% of Year 5/6 Maori/Pasifika students in 2019’ was very close as one more student would have made it 75%
* 71.4% (20/28 of Year 6 Boys) responded positively so the target of ‘at least 70 - 75% of Year 6 Boys in 2019’ was met

**Target 2** – **Mathematics**

***To continue to increase the percentage of students who are achieving at or above the appropriate curriculum level by December 2019, especially in the identified target groups of Year 6, Boys, Girls, and Pasifika students.***

Students will be accelerated to increase or maintain progress so all cohort groups have at least 80 - 85% students achieving at or above the expected writing curriculum level by December 2019 ie:- All Students, Boys, Girls, Māori and Pasifika

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 2019:

* 7/10 (70%) of identified boys
* 11/15 (73%) of identified girls
* 2/4 (50%) of identified Pasifika students

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

* 292/332 (88%) of all students met the target.
* 140/155 (90%) of boys met the target
* 152/177 (86%) of girls met the target
* 32/40 (80%) of Maori students met the target
* 22/23 (95.7%) of Pasifika students met the target

In 2019 the mathematics targets for identified groups girls and Pasifika students were met for the identified cohort groups, while the target for the identified group of boys was not:

* 6/9 (ie: 67%) identified boys were achieving within or above the expected curriculum level. One student left the school during the year, and one more student needed to reach the expected curriculum level to meet the target goal of at least 70% achieving at/above in this target group.
* 12/15 (80%) of identified girls met the target
* 3/4 (75%) of identified Pasifika students met the target

The target to increase the percentage of Year 6 students achieving ‘Within/At’ or ‘Above’ the expected curriculum level was not met. At the end of 2018, 77% (41/53 students) achieved ‘Within At/Above’ the expected curriculum level. In 2019, 67% of the Year 6 cohort (35/52 students) were ‘Working Within/At or Above the expected mathematics curriculum level.

**Target 3 – Writing**

***To continue to increase the percentage of students who are achieving at or above the appropriate curriculum level in writing by December 2019, especially in the identified target groups of Year 6, Boys, Māori, and Pasifika students.***

These cohort groups will be accelerated so that a greater number are achieving at or above the writing standard by December 2019. A change from:

* 77% Year 5 students in 2018 to at least 80 - 85% Year 6 students achieving at/above

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 standard by December 2019:

* 14/19 (70%) of identified Boys
* 3/5 (60%) of identified Māori students
* 1/2 (50%) of identified Pasifika students

In 2019 the targets for at least 80 - 85% Year 6 students and 70% of identified boys to achieve at/above the expected curriculum level by December were not met. OTJ data shows the following students ‘Working Within/At’ and ‘Above’ in December -

* 33/51 (65%) Year 6 students
* 12/19 (63%) of identified Boys.

The 2019 targets for identified Maori and Pasifika students were met:

* 3/5 (60%) of identified Māori students
* 2/2 (100%) of identified Pasifika students

**Full Report of Student Achievement Targets and Analysis of Variance for 2019**

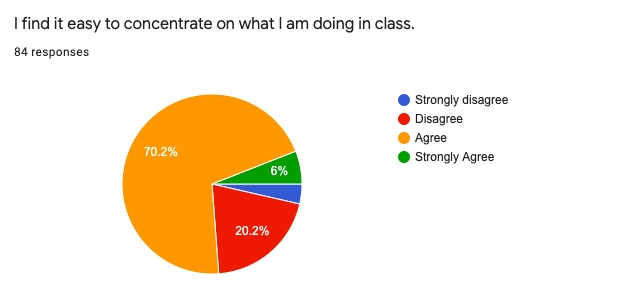
**Student Well-being**

This is the first year that a target has been set for Student Well-being. In 2018 Year 5/6 students participated in the unique, research-based NZCER survey ‘Well-being at 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 2018 student survey showed a significantly lower score in the area of engagement, specifically for the question where the students rated themselves on their concentration in class.

**Target 1** – **Student Well-being**

***To continue to increase the level of student ability to concentrate in class by December 2019, especially in the identified target year groups.***

Following a year of working with students to increase the focus on Learning Dispositions and Key Competencies that assist their learning, the Year 5 and Year 6 students were surveyed again in December 2019. Results showed that the target was met for the ‘All Students’ group (ie: Year 5/6 cohort) as indicated in this graph (76.2% compared with 63% if all Year 5/6 students in 2018).



The Student Well-being targets were met for the Year 5/6 cohort, also the Year 6 Boys as a greater number of students were responding ‘I find it easy to concentrate on what I am doing in class’ by December. Although the smaller group of Māori and Pasifika also improved significantly, the small cohort group required one further student to have moved to have met the 70-75% target.

* 76.2% (64/84 of all Year 5/6 students) responded positively so the target of ‘at least 70 - 75% of all Year 5/6 students in 2019’ was met
* 69% (11/16 of Year 5/6 Māori/Pasifika students) responded positively so the target of ‘at least 70 - 75% of Year 5/6 Maori/Pasifika students in 2019’ was very close as one more student would have made it 75%
* 71.4% (20/28 of Year 6 Boys) responded positively so the target of ‘at least 70 - 75% of Year 6 Boys in 2019 was met

Students were also asked mid-year and again at the end of the year

* What things get in the way of you concentrating on what you are doing in class?
* What have you done about these things?
* What have you done to manage yourself so that you can concentrate in class?

The December responses are collated into themes in the following tables:-

**What gets in the way of concentrating in class?**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | ***Friends eg: sitting/talking with friends*** | ***People Talking*** | ***Loud Noises/***  ***Others shouting*** | ***My behaviour*** *eg: watching others* | ***Others*** *eg: laughing, touching, annoying me* | ***Fiddling with equipment*** | ***Where I sit*** | ***Named an individual student’s behaviour*** | ***Others behaviours interrupting the teacher*** | ***Day Dreaming*** | ***Sitting for too long*** | ***Hungry*** | ***Weather*** | ***Dangling things in room*** |
| ***Number of responses*** | 45 | 34 | 27 | 15 | 11 | 9 | 8 | 7 | 6 | 4 | 4 | 1 | 1 | 1 |

**What I have done about these things** (that get in the way of concentrating in class):

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | ***Moved to another space*** | ***Ignored distractions*** | ***Told stop/told Teacher*** | ***Not much/ nothing*** | ***Focused on task*** | ***Sat away from my friends*** | ***Active/Movement*** *eg: walk around, put things away* | ***Focused on Teacher*** | ***Stopped talking*** | ***Moved to smaller group*** |
| ***Number of responses*** | 22 | 18 | 16 | 16 | 13 | 9 | 4 | 2 | 1 | 1 |

**What I do to concentrate in class:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | ***Move to another space/***  ***work with different people*** | ***Focus on task*** | ***Ignore distractions*** | ***Friends –*** *eg: not best to work with* | ***Tell others***  eg***:*** *that they are blocking my learning* | ***Stopped talking***  *to others* | ***Focus on Teacher*** | ***Active/Movement***  *eg: active at morning tea/lunch so ready for class, go for run, fiddle/play with something* | ***Nothing*** | ***Eat something*** |
| ***Number of responses*** | 51 | 27 | 20 | 18 | 10 | 10 | 8 | 7 | 5 | 2 |

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

* Deliberate teacher action to improve student awareness of how they learn, what supports this; also focused on improving student self-awareness and self-management strategies/skills.
* Teachers used strategies and support to manage individual student behaviour that impacted on others learning
* Introduced programmes (eg: ‘Navigating the Journey’, ‘Owning Up’) with target groups and also the whole class/hub when fostering environment/culture to support learning.
* Meetings with parents/whānau of students with behaviours of concern.
* Personalised learning pathways for students, engaging with students and their whānau about learning dispositions/developing key competencies, also how to support these at home.
* Planned/implemented daily programmes to improve use of learning dispositions, knowledge about building self-management skills and assistance to develop strategies so that students could concentrate in class to achieve their goals.
* Consistent encouragement/opportunities for students to regularly self-assess their learning, talk about their progress towards their goals and share their progress with others.
* Teaching as Inquiry/Teacher Appraisal goals focus on Key Competencies, also working with Trudy Francis (21C Learning) to develop focus on Key Competencies in learning programmes.

***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.
* 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.
* Board funding to reduce class sizes in Year 5/6 area in 2019 to enable extra teacher support for students.
* 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 2020:-***

* Continue to work with Titiro ki Mua PLD facilitator/initiative to further develop programmes that integrate Learning Dispositions/Key Competences for improving individual student’s self-management capacity.
* Use practices that supported accelerated progress for target students in 2019.
* 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 to use 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 appraisal goal 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, RTLit, and Assistive Technology) to support students to concentrate and manage their learning.
* Regularly use tools to assist students to 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 WEAP training to assist 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 skills.
* Regularly clarify and review learning intentions and success criteria with students – daily check in with students ‘at risk’ of losing concentration or needing additional support to manage themselves and their learning.
* Seek/investigate further ways to assist students to self-assess and make judgements about what impacts on their leaning, and what they can do to manage these.

**Mathematics**

This is the second year that the school has reported 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 ‘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 2019 and 2018 with the standards in 2016 and 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.

A group of boys, girls and Pasifika students were identified as achieving below the expected level of progress in mathematics in December 2018, along with the 2018 Year 5 cohort. These became the target groups for accelerated mathematics learning in 2019 (NB: Year 5 as a Year 6 cohort in 2019). Results for all students are recorded in a table below, with the target groups’ progress included in the second table.

**Target 2** – **Mathematics**

***To continue to increase the percentage of students who are achieving at or above the appropriate curriculum level by December 2019, especially in the identified target groups of Year 6, Boys, Girls, and Pasifika students.***

***Outcomes/What Happened***

**Whole School Mathematics Data** (comparing mathematics National Standard OTJ’s for 2016 and 2017 with expected curriculum level in 2018 and 2019)

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mathematics** | **Working Towards/Below** | | | | **Working Within/At** | | | | **Above** | | | |
| ***December*** | ***2016*** | ***2017*** | ***2018*** | ***2019*** | ***2016*** | ***2017*** | ***2018*** | ***2019*** | ***2016*** | ***2017*** | ***2018*** | ***2019*** |
| All students | 42  **14.8%** | 45  **15%** | 23  **7%** | 40  **12%** | 193  **68.2%** | 220  **75%** | 269  **82.3%** | 270  **81%** | 48  **17%** | 30  **10%** | 35  **10.7%** | 22  **7%** |
| Boys | 16  **11.7%** | 21  **14%** | 7  **4.5%** | 15  **10%** | 93  **67.9%** | 111  **75%** | 132  **84%** | 127  **82%** | 23  **16.8%** | 15  **10%** | 18  **11.5%** | 13  **8%** |
| Girls | 21  **14.4%** | 22  **15%** | 16  **9.4%** | 25  **14%** | 100  **68.5%** | 109  **75%** | 137  **80.6%** | **143**  **81%** | 25  **17.1%** | 15  **10%** | 17  **10%** | 9  **5%** |
| Māori | 9  **21.9%** | 11  **27%** | 3  **7.2%** | 8  **20%** | 30  **73.2%** | 30  **73%** | 36  **88%** | 32  **80%** | 2  **4.9%** | 0 | 2  **4.8%** | 0 |
| Pasifika | 5  **38.5%** | 3  **18%** | 2  **9%** | 1  **4.3%** | 8  **61.5%** | 14  **82%** | 21  **91%** | 20  **87%** | 0 | 0 | 0 | 2  **8.7%** |

* 2016 and 2017 students previously identified as ‘Well Below’ and ‘Below’ are now combined in the same cohort of students ‘Working Towards/Below’ so there is a direct comparison with the way that the expected curriculum level is now reported on ie: ‘Working Towards/Below’ the expected curriculum level. (NB:- This is how the data is now recorded and retrieved from the School Management System since 2018).
* 88% of ‘All Students’ were judged to be achieving at or above the expected curriculum level by December 2019 (compared with 79.9% in 2014, and 80.9% in 2015, and 85.2% in 2016 and 85% in 2017, 91% in 2018) ie: a decrease of 3% in 2019.
* Generally, the number/percentage of students judged as achieving above expected has decreased in all cohort areas over the past four years, except for the Pasifika student cohort.

**Target Groups Mathematics Data**

*This year we aimed to increase or maintain progress so all cohort groups have at least 80 - 85% students achieving at or above the expected writing curriculum level by December 2019 ie:- All Students, Boys, Girls, Māori and Pasifika*

*By December 2019, the aim was to move 7/10 (70%) of identified boys, 11/15 (73%) of identified girls and 2/4 (50%) of identified Pasifika students to achieve at the expected curriculum level.*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Number of students and the target % to achieve at/above by December from 201 Annual Plan** | **Above** | **At** | **Below** | **Total at/above**  **by Dec** | **% at/above by Dec** | **% - Below**  **in Dec** | **Performance Outcomes** |
| **Boys**: at least 7/10 students (ie:70%) to achieve at/above the expected curriculum level by December |  | **6** | **3** | **9** | **67%** | **33%** | Not Achieved – one student moved this year so the % was taken from nine students  - needed to move one more student to reach the 70% target. |
| **Girls**: at least 11/15 (73%) to achieve at/above expected curriculum level by December |  | **11** | **4** | **15** | **80%** | **20%** | Achieved |
| **Pasifika Students:** 2/4 students (50%) to achieve at/above expected curriculum level by December |  | **3** | **1** | **4** | **75%** | **25%** | Achieved |
| **Year 6 Students:** increase number achieving at/above expected curriculum level by December from 77% (41/53) that was achieved as Year 5 students in December 2018 | **4** | **31** | **17** | **35** | **69%** | **33%** | Not Achieved – needed to move a further seven students to reach the 80% target |
| **Total All Students:** at least 80 - 85% achieving at/above expected curriculum level by December | **22** | **270** | **40** | **310** | **88%** | **12%** | Achieved. |

The goal was not achieved for the boys in the identified target group or for the Year 6 student cohort.

Although the targets were not met for the small number of identified boys in target group or the Year 6 cohort, 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 to be a target for 2020.

Cohort groups all had at least 80-85% ‘Working Within/Above’ by December:-

All students - 88%

Boys - 90%

Girls - 86%

Māori - 80%

Pasifika - 95.7%

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

* Continued to use the strategies that helped support students to make sound progress in 2018, to accelerate progress to achieve at/above the expected curriculum level by the end of 2019.
* Mathematics Lead Teachers and Mathematics facilitator used detailed, planned approach to improve student mathematics learning dispositions and teaching across the school.
* Engaged a second mathematics Lead Teacher to have one in junior school (Year 1-3) and one in senior (Year 4-5) to support teacher PLD and improve student learning programmes.
* PLD in mathematics to assist ‘on-site’ training/modelling for teaching mathematics – targeted Professional Learning Development to further develop teacher capacity in promoting Learning Dispositions/Key Competencies that support accelerated learning. Induction and training
* Further refined processes for teachers to reflect on and improve their practice eg: ‘Teaching as Inquiry’ focused in on Key Competencies.
* Teachers were encouraged 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 staff/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.
* Continued 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.
* Continued to promote moderation within school. Provided further professional learning, 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.
* 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.
* Applied for learning assistance as required eg: RTLB, Assistive Technology for individual student needs.

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

* Making/moderating OTJ’s against the curriculum levels in 2018 and 2019 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. Currently five ORS students included in data and one entered at Year 3 level this year.
* 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.
* Teacher focus on differentiating programmes to teach to student needs and also working to teach 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 with parents and students.
* Additional Professional Learning Development support in mathematics from Mathematics Lead Teachers and PLD facilitator.
* Moved to a more collaborative problem-solving approach so teachers may be more conservative in OTJ’s as complicated assessing individual student achievement as they work collaboratively.
* Completely different way of teaching mathematics has impacted on teacher ability to gauge if students are working ‘Above’, rather than ‘Within/At’ the expected curriculum level.
* Staff changes – two new teachers began teaching at Bellevue School at the start 2019 and a third at the end of Term 1
* Very small numbers of students in some of the target groups has a larger effect on percentages eg: Pasifika cohort.

***Next steps in 2020:-***

* 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.
* Induction for new teaching staff for mathematics teaching at Bellevue School.
* PLD with mathematics facilitator and Mathematics Lead Teacher ie: re-apply for MOE funding for PLD in mathematics to assist targeted PLD 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. If unsuccessful use school funding to support on-going support for mathematics teaching and learning.
* Encourage teachers to relate their Teaching as Inquiry focus to include 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.
* 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 2020.
* 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 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 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.
* Apply for learning assistance as required eg: RTLB, Assistive Technology for individual student needs.

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**Writing**

This is the second 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’ standard in 2016 and 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 and 2019 with the standards in 2016 and 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 2018 a cohort of Boys, Māori, Pasifika and Year 5 students were identified as achieving below the expected level of progress in writing. A group of 19 Boys, five Māori students (all boys), two Pasifika students (one boy/one girl) and the Year 6 student cohort (51 students), were identified as target groups for accelerated learning in 2019. 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 at or above the appropriate curriculum level in writing by December 2019, especially in the identified target groups of Year 6, Boys, Māori, and Pasifika students.***

***Outcomes/What Happened***

**Whole School Writing Data** (comparing writing National Standard OTJ’s for 2016 and 2017, with curriculum level expectation for 2018 and 2019)

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Writing** | **Working Towards/Below** | | | | **Working Within/At** | | | | **Above** | | | |
| ***December*** | ***2016*** | **2017** | **2018** | **2019** | ***2016*** | **2017** | **2018** | **2019** | **2016** | **2017** | **2018** | **2019** |
| All students | 60  **21.2%** | 69  **23%** | 42  **12.8%** | 47  **14%** | 89  **66.8%** | 199  **68%** | 257  **78.6%** | 274  **83%** | 34  **12%** | 27  **9%** | 28  **8.6%** | 9  **3%** |
| Boys | 40  **29.2%** | 48  **32%** | 28  **17.7%** | 30  **19.2%** | 87  **63.5%** | 94  **63%** | 124  **78.5%** | 125  **80.2%** | 10  **7.3%** | 7  **5%** | 6  **3.8%** | 1  **0.6%** |
| Girls | 20  **13.7%** | 21  **14%** | 79  **8.3%** | 17  **9.8%** | 102  **69.9%** | 105  **72%** | 133  **78.7%** | 149  **85.6%** | 24  **16.4%** | 20  **14%** | 15  **13%** | 8  **4.6%** |
| Māori | 10  **24.4%** | 10  **24%** | 6  **15%** | 8  **20.5%** | 29  **70.7%** | 30  **73%** | 31  **77.5%** | 30  **76.9%** | 2  **4.9%** | 1  **3%** | 3  **7.5%** | 1  **2.6%** |
| Pasifika | 2  **15.4%** | 4  **23%** | 0 | 2  **8.7%** | 10  **76.9%** | 11  **65%** | 22  **96%** | 21  **91.3%** | 1  **7.7%** | 2  **12%** | **1**  **4%** | 0 |

* In 2018 and 2019 all students previously identified as ‘Well Below’ and ‘Below’ are now identified in the same cohort of students ie: ‘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 ‘Working Within/At and Above’ has continued to be achieving above 85% in the past two years. Trends show 78.8% (2016), 77% (2017), 87.2% (2018) and 86% in 2019.
* Boys achievement judged to be ‘Working Within/At and Above’ continued to be achieving between 80 – 85% in the past two years. Trends show 70.8% (2016), 68% (2017), 82.3% (2018) and 80.8% in 2019.
* Girls achievement shows a continuation of those ‘Working Within/At and Above’ over the 80—85% range in the past years. Trends show 86.3 (2016,) 86% (2017), 91.7%(2018) and 90% in 2019. Fewer girls were judged to be achieving ‘Above’ over the past four years.
* The Māori cohort achieving ‘Working Within/At and Above’ has increased from 75.6% (2016), 76% (2017), 85% (2018) and 79.5% in 2019. Fewer Māori students were judged to be ‘Working Towards/Below’ in the past two years.
* The Pasifika cohort achievement rate has varied from 84.6% (2016), 78% (2017), 100% (2018) and 91.3% in 2019.

**Target Groups Writing Data**

*The target is to move at least 14/19 (77%) Boys currently at Bellevue School achieving below the expected curriculum level for writing to be achieving at/above the expected level by December 2019; also to move 3/5 (60%) Māori students and 1/2 (50%) Pasifika students achieving below the expected curriculum level in writing to achieve at or above this level by December 2019. The aim was to have at least 80-85% Year 6 students achieving ‘Working Within/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 14/19 (ie: 77%) of identified Boys  to achieve the expected curriculum level by December |  | **12** | **7** | **19** | **63%** | **37%** | Not Achieved – needed to move three further students to achieve this goal. |
| **Māori:** 3/5 Māori (ie 60%) to achieve at/above expected curriculum level by December |  | **3** | **2** | **5** | **60%** | **40%** | Achieved. |
| **Pasifika:** 1/2 Pasifika (ie 50%) to achieve at/above expected curriculum level by December |  | **2** | **-** | **2** | **100%** | **-** | Achieved. |
| **Year 6:**  at least 80 – 85% % achieving at or above the expected curriculum level by December | **5** | **28** | **18** | **33** | **65%** | **35%** | Not Achieved – needed to move another eight students to achieve the goal. |

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 Māori, Pasifika and Year 6 target groups of students. Writing achievement continues as a target for 2020.

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

* ‘Raising Achievement Plan’ for target groups of Boys, Māori, Pasifika and Year 6 students identified with regular 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 encouraged to take increasing ownership of setting learning goals/activities using expected levels of achievement for level of schooling, and next steps from where 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 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.
* Literacy PLD 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 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 2019 – emphasized ‘every day every child writing’, appraisal goals related to writing, and professional development focus on writing.
* 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).
* Three new teachers in 2019.
* Reduction in teacher variability when making OTJ’s. All teachers now using clarified Bellevue School Expected Curriculum Level tool and PACT tool to assist decisions where students should be working at and when making judgements about curriculum level or moderating writing.
* Moderated student writing in hubs using PACT and Bellevue School Expected Curriculum Level tools - especially for students at risk or those difficult to determine the level they are 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 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 2020: -***

* Continue to work with Titiro ki Mua PLD facilitator/initiative to target developing Learning Dispositions/Key Competences to continue writing improvement/accelerated learning for target students.
* Use practices that supported accelerated progress for target students in 2019.
* Induction of new teachers and PLD to support programme delivery eg: Yolanda Soryl Phonics workshops.
* PLD and literacy leader to provide support for improvement/accelerated writing achievement school wide and for identified students.
* 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.
* 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 2019 data and teacher early 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 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, Pasifika and Māori students.
* Apply for learning assistance as required eg: RTLB, RTLit, and Assistive Technology.
* Regularly use tools to assist making more objective/accurate writing judgements about student achievement levels eg: schedule regular moderation/use writing PACT tool to assist making judgements and 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 2019 Operations Grant, Bellevue School received a total of $4615.13. This was used to provide swimming lessons for students by subsidising the cost for parents, also covering the cost for students whose parents were unable to pay for swimming lessons.