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| Dairy Flat School (1258) Analysis of Variance 2016 | | |
| FOCUS: | STRATEGIC AIM: | ANNUAL AIM |
| **Writing Literacy** | For students to be achieving at or above the expected curriculum level and national standard in Reading, Writing, and Mathematics and all other learning areas. | Collect and moderate NS data before and after the teaching and learning programme to measure student achievement in reading , writing and mathematics |
| BASELINE DATA: | TARGET: | |
| The national standard data from 2015 showed that 75% of students are achieving at or above the National Standard. There is less difference in achievement in gender comparisons but there still is a difference.. 71% of boys compared to 79% of girls are achieving at the level expected. As well as this, we analysed Spelling data as this impacts on the surface features aspect of writing. We found that 32% of our students were achieving below their age level in spelling. This has been reduced from 2014 but still needs further improvement. | Our target is that 85% are achieving at or above in Writing Literacy.  In 2015 teachers worked with a number of target students to raise their achievement.  71% students made progress of one or more curriculum levels in their writing. 60% of the students who did not progress by a level are working within or above the expected level and made good gains within this.  We are still determined to raise the overall National Standard data results and this year plan to implement our next steps to improve students’ achievement.  Teaching and Learning in Writing Literacy continues to be a challenge across the cluster of schools in the Northern Bays Cluster. We continue developing and improving our teaching and learning practice. | |
| ACTIONS: | | |
| **Teaching and Learning Programme Development**   * Each teacher has reflected on the data and together set up a google doc that identifies target students and will record progress. * Collaborate on planning to engage and motivate students in writing. * Students will be grouped into mixed ability groups for literacy so that there is the opportunity for pair and peer collaborative learning. For most specific teaching lessons, students will be grouped according to their learning needs. In this way students work with a range of their peers.   **Professional Development**  In 2016 the school has been accepted into the ALL (Accelerating Learning in Literacy) programme. A group of students in year 6 is our target group and we are hoping that the intervention will support the target students to reach the expected level in writing. **Support**   * Student progress will be monitored in team and PLC meetings. * CORE 5 logons have been given to 50 students who can work at their own pace in extending their learning in a personalised programme. This is part of a home-school partnership.   **Teachers have also listed their ‘Next Steps’ for improving teaching and learning:**   * More active activities need to be done to encourage blending. The children are a very active group and more activities that use movement and action are needed. Use of the phonics mat and hop scotch type activities need to be included in the Reading Rotation. * Oral Language - at the moment the only formal activity is News which is only once a week. More retelling of stories during reading time and the inclusion of a listening post will boost the exposure to Oral language * Include more focus on punctuation during reading rotation. Make more use of games such as Silly sentences which include punctuation. Use different colours to show punctuation. * Use of the talking tins might help the children who need continual prompts. More motivation for writing is needed to encourage reluctant writers. * Seek Student Voice - Create a Google Form for students to complete e.g. Questions   - How are e-learning tools currently used in your class writing programme?  - How does my teacher help me to write?  - What motivates me to write?  - What would make me write more content?  - Are there any tools we don’t use for writing that I would like to? What are they?   * Timetable as part of the lesson time, a time to look and update the writing progressions in each of the students books. * Develop/rewrite the writing progressions in more child speak language. * Continue to focus on breaking the writing down into short bursts (Sheila Cameron) * Continue to use visual motivation - video clips, images, school photos. Add to the writing motivation presentation shared with students in Hapara * Continue to use Blogger and encourage students to comment on blogs * The team will continue to use Hapara and we will investigate setting up writing groups within Hapara * Continue to run workshops | | |
| OUTCOMES and REASONS FOR THE VARIANCE: | | |
| **Achievement in Spelling 2016**  At the end of 2016 64% of students were achieving at or above the expected level for their year. This is a small drop in comparison to the 68% achieved in 2015. Spelling continues to be a focus for our teachers.  It needs to be noted that Dairy Flat School is attracting more students identified as having aspects of dyslexia as we are seen in the community as providing programmes that support these students. We regularly receive calls and resulting enrolments from families who view the inclusive culture at this school as a positive choice for their child’s education.  Students made shifts of between -24 months and 60 months with an average increase of 10 months. Of the fourteen students who dropped in achievement, four were achieving at or above and six others were within the margin of error, one student was absent from school for more than a term and one had a diagnosis of ADHD and dyslexia.  **Writing National Standards Data**  The National Standards have remained reasonably consistent with 2015. 73% of students were at or above the standard in writing.   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | WRITING | Well Below | | Below | | At | | Above | | Total | | No | % | No | % | No | % | No | % | No | | All students | 8 | 3% | 67 | 25% | 147 | 55% | 47 | 18% | 269 | |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | | Maori | 1 | 4% | 8 | 31% | 13 | 50% | 4 | 15% | 26 | | Pacific Peoples | 0 | 0% | 1 | 50% | 1 | 50% | 0 | 0% | 2 | | Asian | 0 | 0% | 7 | 28% | 11 | 44% | 7 | 28% | 25 | | NZ European/Pakeha/Other European | 7 | 4% | 43 | 24% | 105 | 57% | 28 | 15% | 183 | |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | | Male | 7 | 6% | 35 | 28% | 72 | 57% | 12 | 10% | 126 | | Female | 1 | 7% | 32 | 22% | 75 | 52% | 35 | 25% | 143 | |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | | After 1 Year | 2 | 5% | 18 | 45% | 20 | 50% | 0 | 0% | 40 | | After 2 Years | 2 | 6% | 7 | 19% | 27 | 75% | 0 | 0% | 36 | | After 3 Years | 0 | 0% | 10 | 21% | 29 | 62% | 8 | 17% | 47 | | Year 4 | 1 | 3% | 10 | 26% | 20 | 51% | 8 | 21% | 39 | | Year 5 | 1 | 2% | 9 | 17% | 25 | 48% | 17 | 33% | 52 | | Year 6 | 2 | 4% | 13 | 24% | 26 | 47% | 14 | 26% | 55 | |  |  |  |  |  |  |  |  |  |  |   The graph shows that though students are not writing consistently at the end of year one the statistics settle into a steady pattern following their first year.   |  |  | | --- | --- | | Year 2 | 75% at or above | | Year 3 | 79% at or above | | Year 4 | 72% at or above | | Year 5 | 81% at or above | | Year 6 | 73% at or above |   Year one teachers are focussed on cementing all the writing pre-skills and engaging students in writing so that as they move up the school they can achieve well.  However, there is still a concerning number of students not achieving. We intend to focus on this through professional learning in 2017.  We are pleased to report that the gap between success for boys compared to success for girls has narrowed considerably.  There is still a difference in achieving above the standard where more girls than boys achieve at this level.  There is a slight difference between the achievement of all our students compared with our Maori students however the margins are quite small.  In 2017 teachers are beginning the year with a focus on Maori culture, protocols (tikanga). We will be visiting the Te Hana Te Ao Marama marae.  We hope that this will convey a strong commitment to valuing Te Reo, Tikanga and that we celebrate diversity. | | |
| EVALUATION:  **Teaching And Learning Programme Development**: Teachers focussed on their target students, collaborated on their planning for all students and grouped students both with their peers and according to their learning needs. These strategies worked well for the majority of students but only for 50% of our target students. See table below.  Target Students Achievement table 1   |  |  |  | | --- | --- | --- | | Year | Number of students | Number achieving at by EOY | | 1/2 | 16 | 8 | | 3/4 | 8 | 4 | | 5/6 | 24 | 12 | | Total | 48 | 24 |   **Professional Learning**:  We were accepted into the ALL (Accelerating Literacy Programme) in 2016. This involved one teacher with a support team working explicitly with a group to raise achievement. The teacher was supported by a facilitator who provided advice and guidance as well as additional teacher aide time and release which was all funded by the Ministry of Education. This project which targeted a group of eight students who had consistently not met the expected level. Of the eight students 5 achieved at the standard at the end of the project (63%). This is about the level of success throughout the country for schools involved.  Teachers used research from Sheena Cameron, Alison Davis, the All programme, Daily 5 and other experts.  **Core 5:**  Fifty students received CORE 5 logons. This is a digital programme to raise literacy skills for students. It is a home-school partnership and this proved its weakness. Students spent time on the programme in school but many did not follow up at home. The programme is expensive but we have been fortunate to get it sponsored. Students who used it regularly showed good progress.  **Next Steps:**  Teachers provided a variety of strategies, resources and activities to engage students in the writing process. Some of these included; the use of ‘Talking Tins’, use of movement and action, the Daily 5 programme included writing, surveying students, breaking writing down into short bursts, the use of visual (photos, youtube clips, presentations) motivation, blogging, and the introduction of writing workshops.  Writing progressions at every level were written in ‘child speak’ and students were engaged in understanding these and setting their writing goals and assessing their progress against these.  We are disappointed that all these strategies and a concerted focus did not result in increased achievement in writing. | | |
| PLANNING FOR NEXT YEAR: | | |
| Following discussion and reflection we have made the decision to purchase writing support from Core Education. Jenny Thompson, a writing facilitator, will work with the whole staff as well as with the ALL team. We have been selected for the second year programme and wish to spread this across the school. Writing will be the main focus of Inquiry for all teachers. | | |