



School Name:	Roseneath School	School Number:	2982		
Strategic Aim:	Our student achievement meets the high expectations of the school community through personalised learning programmes based on quality assessment data that result in improved learning outcomes for individuals, groups and cohorts, including achievement of our Maori and Pasifika students and our students with special learning needs.				
Annual Aim:	All students will achieve at their expected National Standard in reading, writing and mathematics.				
Target:	<p>Reading:</p> <ol style="list-style-type: none"> Proportion of children achieving 'below' the National Standard reduced to 4% or less Increase the proportion of children achieving above the National Standard to 36% or more. <p>Writing</p> <ol style="list-style-type: none"> To raise the achievement of the group of students in Years 4 and 5 2017 that were below in 2016 (11 students). To improve the achievement levels of our boys. <p>Mathematics</p> <ol style="list-style-type: none"> Reduce the number of students in Year 3, 4, 5 achieving below the standard (currently 7 students in Year 3, 4, 5 are below) Reduce the % of boys achieving below the National Standard (in 2016 11% of boys compared to 5% of girls) Increase the % of of girls achieving above the standard (in 2016 22% of girls compared to 28% of boys) 				
Baseline Data:	<p>2016 Reading:</p> <p>31% of all students achieved above the National Standard, 61% at, 7% below, and 1% well below. Our girls achieved particularly well with 46% achieving above the standard. 80% of our Maori and Pasifika students were at or above standard.</p>				

Tātaritanga raraunga

Our boys in year 1-4's in 2016 were a target cohort and three of the 6 target students moved from below to at. One of these students made 2 year's progress in 6 months. 1:1 reading support had a big impact on his learning.

2016 Writing:

20% of all students achieved above the National Standard, 66% at, 12% below, and 2% well below.

Our girls achieved particularly well with 34% achieving above the standard.

100% of our Maori students met the standard. Our Pasifika student data was spread across- $\frac{2}{5}$ were below, $\frac{2}{5}$ were at, and $\frac{1}{5}$ were above the standard.

Our Year 4s in 2015 were a target cohort and one of the 5 target students moved from below to at. They continue to be a target area, along with our Year 3s from 2016- 33% of our Year 3s (5 students) were below the standard at the end of the year.

2016 Maths:

90% of our students achieved at or above the National Standard in maths, a similar trend from 2015 where 88% achieved at or above the National Standard. Out of the group of 5 students who were below we shifted 4 from Below to At. The 5th child remains a target student and received extra Ministry funding.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p><u>Reading:</u> Close monitoring in reading, writing maths through regular assessment, observations of learning behaviours, and regular moderation meetings each term.</p> <p>Teaching as Inquiry in particular with target students/those at risk of not achieving at their potential.</p> <p>Staff professional development meetings focused on engaging students with their learning</p> <p>Working on refining our goals for our target students to ensure that they are SMART goals and focused on acceleration. This is a work in progress</p> <p>Developing teacher practice around learning mapping for activating student voice and learner agency</p>	<p><u>Reading:</u> 1. We did not reduce the proportion of students below the National Standard to 4%. 2. We did not reach our goal of having 36% of students above, we had 25% above. In the middle of year we set up a list of students we were aiming to move from at to above. 26% of the children identified have shifted, and others are heading towards being above with some more time. This would be worthwhile to do at the start of 2018.</p>	<p><u>Reading:</u> 1. We have had a number of new students and ELL students join our school during the year. We have put ELL targeted teacher aide support in place to help these students with their English literacy acquisition.</p> <p>2. Our actions- in particular targeting those with the potential to be above- were starting to show an impact (26% shift) but we need to continue our relentless focus on these students over time in order to see the shift.</p>	<p><u>Reading:</u> 1. We will continue to access targeted funding to help us to meet the literacy acquisition needs of our ELL students. The Year 4-6 group may need to be a focus in reading in 2018. There is a small group of children consistently performing below expectations in reading from year to year. We need to continue to inquire into what we can do differently for this group</p> <p>2. Early in the year we will identify students who are at the expected level but who have the potential to be above expectations.</p>



<p><u>Writing:</u></p> <p>Close monitoring in writing through regular assessment, observations of learning behaviours, and regular moderation meetings each term.</p> <p>Teaching as Inquiry in particular with target students/those at risk of not achieving at their potential.</p> <p>Staff professional development meetings focused on engaging students with their learning</p> <p>Working on refining our goals for our target students to ensure that they are SMART goals and focused on acceleration. This is a work in progress</p> <p>Revision and practice of accelerated learning strategies for students at risk of not achieving to their potential.</p> <p>ALL trained teacher worked with writing acceleration group in</p>	<p><u>Writing:</u></p> <ol style="list-style-type: none"> 1. By the middle of the year two students in the Year 4 and 5 cohort had been moved from 'below' to 'at'. Since then three boys and one girl have moved from 'below' to 'at'. We still have five students remaining in the 'below' group. 2. By accelerating the progress of more of our boys, the achievement trends data for boys and girls are now very similar 3. Despite some progress with the target Year 4 and 5 cohort and will accelerating our boys in writing, we still have 18% of our overall student population achieving below. Writing continues to be our greatest area of need. 	<p><u>Writing:</u></p> <p>We continue to work on our moderation of writing. Like many schools, assessment of writing has unique challenges for consistency and there is a possibility that our increased focus on moderation and consistency has led to us identifying more students who are just below rather than judging them at the standard.</p>	<p><u>Writing:</u></p> <p>Identify students for accelerated writing group early in the year</p> <p>Develop a programme that meets their learning needs.</p> <p>PL and D focus on increasing engagement in writing process, developing active learners in writing, enriching our programmes to integrate writing in a more purposeful way</p> <p>Continue with our learning map work to develop better understanding of students, and by students, regarding how they learn.</p>
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<p>collaboration with classroom teachers.</p> <p>Developing teacher practice around learning mapping for activating student voice and learner agency</p> <p>Teacher PD for two staff with a larger cohort of students below in writing around accelerating boys in writing</p>			
<p><u>Maths:</u></p> <p>Close monitoring in maths through regular assessment, observations of learning behaviours, and regular moderation meetings each term.</p> <p>Teaching as Inquiry in particular with target students/those at risk of not achieving at their potential.</p> <p>Staff professional development meetings focused on engaging students with their learning</p>	<p><u>Maths:</u></p> <p>1. We reduced the number of students in Years 3-5 achieving below. Of our initial cohort in February, four students have moved to being at standard, and five students remain below, but have made significant progress in their number knowledge and basic facts. They are gaining more confidence in explaining the strategies they are learning, and are transferring their number knowledge to the strategies they are learning. All of these students</p>	<p><u>Maths:</u></p> <p>1. Most of our target Year 3-5 students who were below in mathematics students have been on the Spring into Maths programme, this has enabled the students to make this progress in number knowledge and basic facts.</p> <p>New students have since entered school. Some of these students receive ELL funding, so even though they were not part of our</p>	<p>Continue with Spring into Maths for targeted students.</p> <p>Identify students who are at the high end of 'at' and have the potential to be extended in their mathematics learning</p> <p>Utilise the expertise of our Deputy Principal to refresh our mathematics practices.</p>

Tātaritanga raraunga

<p>Working on refining our goals for our target students to ensure that they are SMART goals and focused on acceleration. This is a work in progress</p> <p>Moving students onto, through and out of the Spring into Maths efficiently so that more students are targeted, students don't languish or plateau</p>	<p>are now just slightly below standard.</p> <p>2. We achieved this goal by reducing the % of boys achieving below from 11% to 9% in 2017.</p> <p>3. We are really thrilled with our improvement in this goal area. In 2017 33% of our female students and 31% of of our male students are above their National Standard. This is an improvement from 22% and 28% respectively and means that 32% of all of our students are above National Standards in mathematics.</p> <p>Other trends of note in Mathematics: Maori and Pasifika students achieved 40% above, and 60% at, with no Maori or Pasifika students below expectations. These students are outperforming other students in the school.</p>	<p>tracked cohort for this goal, this has impacted on our overall end of year data for mathematics. At mid-year we identified children who we wanted to shift from at to above. We discussed the teacher actions that would shift student achievement. At end of year assessment, we have shifted 33% of these children to above</p>	
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Planning for next year:

Tātaritanga raraunga

We have included aims and targets in our 2018 strategic plan that address areas of variance in our end of 2017 data

They are specifically:

90% of all Year 3-8 students are at or above their expected curriculum level in reading, writing and mathematics by the end of the year.

Increase the percentage of boys achieving above their expected reading level

Students will demonstrate increased engagement in writing

Increase the % of students in Years 3-8 achieving above their expected level in Mathematics