

Analysis of Variance Reporting



School Name:	Roseneath School	School Number:	2982
Strategic Aim:	<ol style="list-style-type: none"> 1. Enable all ākonga to know themselves as learners, and empower them to be actively involved in their learning 2. Promote a responsive and inclusive environment that supports quality teaching and learning 3. Empower ākonga, whanau, teachers and the wider community to participate in collaborative partnerships for learning. 		
Annual Aim:	<p>All Year 1-2 Students will show how they feel about learning, describe who and what can help them in learning, and articulate and demonstrate at least one of the strategies that a good learner does</p> <p>90% of all Year 3-8 students at or above their expected curriculum level in reading, writing and maths by the end of the year</p> <p>All of our students are engaged in their learning.</p>		
Target:	<ol style="list-style-type: none"> 1. All Year 1-2 Students will show how they feel about learning, describe who and what can help them in their learning, and articulate and demonstrate at least one of the strategies that a good learner uses 2. 90% of all Years 3-8 students are at or above their expected curriculum level by the end of the year in <ol style="list-style-type: none"> a) reading, b) writing c) maths 3. Students will demonstrate increased engagement in writing. 4. Maintain the % of students in Years 3-8 achieving above their expected level in Mathematics 		
Baseline Data:	<p>2018 EOY data</p> <ol style="list-style-type: none"> 1. All students in Years 1-2 participated in learning to learn guided interviews 1:1 with their teacher. 2. Measured against NZ Curriculum expectations: 		

- a) 96% at or above in reading in **reading**
- b) 84% at or above in **writing**
- c) 89% at or above in **mathematics**

3. 81% of our target group of 16 students demonstrated increased engagement in writing in 2018

At the beginning of 2019 we identified 11 out of 120 students (9% of whole school) who were disengaged, or at risk of becoming disengaged in writing

4. 36% of Year 3-8 students were achieving above expectations in **mathematics** at the end of 2018

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>
<ol style="list-style-type: none"> 1. Discovery Time and Play Based learning programmes promote student engagement and a language and mathematics-rich learning experience 2. Teachers are deliberate and explicit about what helps us learn, what learners do, the capabilities that build our learning skills 3. Teachers model resilience, persistence and risk taking in their ‘think alouds’, and provide students with specific feedback when they see this demonstrated 	<p>Target 1: All Year 1-2 Students will show how they feel about learning, describe who and what can help them in their learning, and articulate and demonstrate at least one of the strategies that a good learner uses</p> <p>Outcomes for Target 1:</p> <p><i>Teachers held 1:1 interviews with students on school entry, at 6 months at school and at one year at school.</i></p> <p><i>Learners showed a growing understanding of themselves as learners. After one year at school all learners saw themselves as capable of learning, believed that others knew they were learners, and could articulate what helps them learn</i></p>	<p>We are thrilled with our junior learners attitudes to learning.</p> <p>In particular, we have noticed anecdotally and through surveys:</p> <ul style="list-style-type: none"> -increased learner agency -increased engagement in learning 	<p>We want to continue with Play Based learning, developing our own school model, and sharing our emerging understanding of quality Play Based programmes.</p> <p>We will continue with student surveys, and include this in our conferences with parents.</p> <p>We will build on these surveys with Learning Maps in Years 3-8.</p> <p>Student surveys and Learning Maps will be filed with the child’s learning profile over their time at Roseneath as a snapshot of their <i>learning to learn</i> skills</p>

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<p>1. Development of effective literacy and mathematics practice in all classrooms through reciprocal observations, moderation conversations, ongoing professional learning that is focused on effective practice and our strategic achievement targets</p> <p>2. Differentiation of classroom learning programmes for students at risk of not achieving to their expected level e.g. Early Words and Advanced Words STEPS web ELL Intervention Group Paired Writing Year 4-6 Spring into Maths In class behaviour support</p> <p>3. Identification of target learners, and regular meetings to analyse progress and plan next</p>	<p>Target 2: 90% of all Years 3-8 students are at or above their expected curriculum level by the end of the year in reading, writing and maths</p> <p>Outcomes for Target 2:</p> <p>a) reading: <i>Achieved: 97% at or above in reading, stable with last year</i></p> <p>b) writing <i>Not achieved: 79% at or above in writing, down on 2018 data (84%) and in line with national trends.</i></p> <p>c) maths <i>Not achieved: 84% at or above in maths, down on last year's data (89%).</i></p>	<p>Our reading results are particularly pleasing and are a direct result of teachers: Promoting engaging reading texts and tasks Responding to student voice and identity Teachers reflecting and inquiring into their own practices Deliberate and targeted resourcing for quality reading programmes</p> <p>Our writing data is once again is our 'weakest' result.</p> <p>We focused this year on promoting engagement and motivation in writing, and teachers:</p> <ol style="list-style-type: none"> 1. Shared practice 2. Trialled collaborative and cooperative writing tasks 3. Integrated writing into other learning areas <p>In analysing our results, we have identified a few 'hunches' to guide our next spiral of inquiry into our practice.</p> <p>It is important that we continue work collaboratively to</p> <ol style="list-style-type: none"> (a) Identify students for intervention (b) Build strong partnerships with families to ensure attendance and commitment to the programmes 	<ol style="list-style-type: none"> 1. Continue with Teacher Toolbox PD structure, and continue to promote strong teacher practice through reciprocal observations and teaching as inquiry 2. Focus PD and teacher practice on learner agency such as Jo Boaler Mathematics PD, collaborative and active learning strategies Use PD opportunities to make connections about active learning across subject areas (<i>Teacher practice, student practice, assessment for learning</i>) 3. Continue to strengthen our moderation practices to ensure our assessment in 'subjective' areas like writing is as accurate and reliable as it can be 4. Continue intervention programmes such as STEPS web and SPRING as short, intensive intervention (more like the Reading Recovery model on fast on/intensive/fast off) 5. Add more specific, targeted interventions for learners with different abilities such as Alpha to

<p>steps</p>	<p>Provide ample opportunities for children to participate in the intervention, without other school priorities and activities interrupting them.</p> <p>We notice that there is an acceleration in progress for some of our learners in Years 6-8, and we have a hunch that in subjects like writing, our students in the middle years are finding the progression from developing the technical skills for writing (letter-sound word knowledge etc) through to the structure demands of writing, challenging.</p> <p>We are disappointed that we had more students below expectations in maths. We also had more students above expectations. Our focus on extending and enriching our capable learners has had an impact. We want to use that knowledge to springboard those that are on the cusp of being below.</p>	<p>Omega, Toe By Toe (designed for students with specific learning disabilities, and works for other students too!</p> <p>6. Consider responsive class structures to maximise accelerated teaching and learning practices e.g. cross grouping in Year 3-5 to target Year 4 boys writing group, and across years 6-8 to target this 2020 Year 6 and 7 students.</p> <p>7. In maths, we are seeing a range of different needs to address with different cohorts e.g.</p> <ul style="list-style-type: none"> • Number knowledge and confidence building in the junior end of the school • Problem solving skills/initiative and self efficacy in the middle school area • Clarifying Strategy and knowledge misconceptions in the senior end of the school. <p>As a result of this analysis of the need, we will set specific goals, and plan targeted actions to respond to the cohorts in different ways</p>
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<p>Staff toolbox sessions on Writers Notebook and other strategies to promote engagement in writing</p> <p>Teachers:</p> <ol style="list-style-type: none"> 1. Shared practice 2. Trialled collaborative and cooperative writing tasks 3. Integrated writing into other learning areas <p>Developed Paired Writing within some classes</p> <p>Target students were identified, and teachers met to discuss their progress and engagement.</p>	<p>Target 3: Students will demonstrate increased engagement in writing.</p> <p>Outcomes for Target 3: In early Term 1 we identified 11 students across the school (9% of whole school) that were disengaged, or at risk of being disengaged in their writing</p> <p>Of those students, <u>four</u> students became more engaged in writing, and demonstrated positive attitude by the end of the year.</p> <p><u>One</u> other student demonstrated positive attitudes and engagement at times, but is still of concern.</p> <p>The <u>six</u> remaining students (5%) are still of concern for us.</p>	<p>Whilst we have seen an improvement in engagement and student efficacy in writing for a small group, where 4 out of the 11 target students demonstrated increased engagement by the end of the year, we are disappointed that our targeted efforts did not have as big an impact as we were hoping for. We want to continue with this focus, and keep the energy on this group of 7 students that are still not engaged in writing.</p>	<p>We want to continue with this focus, and keep the energy on this group of 7 students that are still not engaged in writing.</p> <p>We have a hunch that it will take time to shift attitudes to writing (especially for those that have developed this attitude over several years)</p>

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<p>Differentiation of classroom learning programmes for those with the potential for extension and enrichment:</p> <p>Otago Maths and other competitions</p> <p>Maths Café programme and/or maths workshop structure</p> <p>Problem solving groups and problem solving as part of programme</p>	<p>Target 4: Maintain the % of students in Years 3-8 achieving above their expected level in Mathematics (36% in 2018)</p> <p>Outcomes for Target 5: <i>Exceeded target: 47% of our Year 3-8 students achieved above expectations in 2019.</i></p>	<p>Strong leadership- Maths leader promoted, modelled and inspired strong practice in mathematics for students with the potential for extension and enrichment:</p> <p>We have had several years of positive improvement for our capable mathematics learners. This becomes a strong foundation to build and extendon . Staff have strong practice and promote mathematics learning in classroom programmes.</p>	<p>Continue to maximise opportunities to Differentiate classroom learning programmes for those with the potential for extension and enrichment:</p>

Planning for Next Year

Consistent and regular target student meetings

Continue with toolbox sessions, targeted on the identified needs of cohorts

Build our knowledge and use of acceleration strategies

Staffing release time for teachers to plan and discuss specific strategies for cohorts of learners

plan and implement reciprocal observations of practice in writing and maths