

Analysis of Variance Reporting (2020)

St Joseph's Catholic School Takapuna

School Number: 1498

Focus: Writing 1 - Year 3/4

Strategic Aim:

Our students become self-directed learners through teaching and learning programmes that enable them to achieve their full potential

Annual Aim:

Support all students, particularly Children with identified needs and ESOL, to progress with their learning and achieve their full potential

Target:

In 2020, we will specifically target the **15** Year 3 and 4 students who are achieving below in writing, so that **4** students move **from below to at the expected curriculum level**

Baseline Data: Analysis of National Standards Data from 2019

- 69% of Year 3 and 4's are at or above the expected level
- 31% of Year 3 and 4's are below the expected level

- 69% (44/64) of Year 3 students are achieving at or above the expected level at the end of 2019 in writing
- 31% (20/64) of Year 3 students are achieving below the expected level in writing
- 69% (44/64) of Year 4 students are achieving at or above the expected level
- 31% (20/64) of Year 4 students are achieving below the expected level in writing

- 100% (2/2) of Year 3 and 4 Maori students are achieving at or above in writing
- 100% (3/3) of Year 3 and 4 Pasifika students are achieving at or above in writing
- 74% (42/57) of Year 3 and 4 Asian students are achieving at or above in writing
- 62% (8/13) of Year 3 and 4 MELAA students are achieving at or above in writing
- 65% (34/52) of Year 3 and 4 NZ/European students are achieving at or above

<p><u>Organisation and learning environment:</u> People with expertise to support creative writing with groups Create a language rich environment</p> <p><u>Strategies:</u> Small groups run by the TA to focus on Handwriting - Casey Caterpillar reinforced letter formation Development of fine motor and gross motor skills using the nimble finger box and PMP equipment Reading own work aloud to a peer, Peer editing, buddy writing Seesaw recording and editing Writing for a real purpose. Books, emails, blogs, get their writing out there! Demonstrations of good quality writing - high levels of examples, current/relevant topics Strong use of deeper features and build up the surface. A variety of different styles of writing to engage the learner Opportunities for free writing Reading to the students' good quality literature Learning experiences e.g. bring in a bike and then.... Authors to visit ICT technology/apps - not always pen and paper, Use of technology, Penpals</p> <p><u>Assessment:</u> Using Writing Progressions for moderation in and across teams Small specific next steps / feedback and feedforward Conferencing - one on one, not just written</p> <p><u>Parental Involvement:</u> Sending writing home and parents feeding back Termly conferences with parents Encourage writing at home - list of ideas for parents (diary, letters, short stories)</p> <p><u>Staff Professional Learning:</u> Resource sharing across the team Use aspects of last year's training with Sally Muir</p>	<p>Outcomes: (What happened?)</p> <ul style="list-style-type: none"> ● Target was met ● 27% met the expected curriculum level for Writing (4/15 children) ● 73% are receiving additional support to move closer to the expected curriculum level (11/15 children) <p>Reason for the Variance: (Why did it happen?)</p> <ul style="list-style-type: none"> ● Fine motor/handwriting skills continue to be a focus in this group as it is often impeding progress ● Surface features such as punctuation and spelling are another concern ● Increases in students being more developmentally ready to write is something we are seeing ● One to one or small group assistance has helped to develop some of these skills <p>Evaluation: (Where to next?)</p> <ul style="list-style-type: none"> ● Continued area to focus on next year - engaging boys in writing, working on surface features ● Re-look at spelling programmes next year ● Increased Quickwrites - writing more shorter pieces and more often ● Continue to manage the balance between devices and handwriting
<p>Planning For Next Year: See planned actions for lifting achievement related to Targets set for 2020.</p>	

Analysis of Variance Reporting (2020)

St Joseph's Catholic School Takapuna

School Number: 1498

Focus: Writing 2 - Year 5/6

Strategic Aim:

Our students become self directed learners through teaching and learning programmes that enable them to achieve their full potential

Annual Aim:

Support all students, particularly Children with identified needs and ESOL, to progress with their learning and achieve their full potential

Targets:

In 2020, we will specifically target the **23** students who are achieving below in writing, so that they all improve in their use of vocabulary and engagement in writing and **6 students (25%)** achieve the expected level in writing.

Baseline Data: Analysis of National Standards Data gathered at the end of 2019

- 80% of Year 5 and 6's are at or above the expected level
- 21% of Year 5 and 6's are below the expected level

- 80% (51/64) of Year 5 students are achieving at or above the expected level
- 20% (13/64) of Year 5 students are achieving below the expected level in writing
- 80% (59/74) of Year 6 students are achieving at or above the expected level
- 20% (15/74) of Year 6 students are achieving below the expected level in writing

- 25% (1/4) of Year 5 and 6 Maori students are achieving at or above in writing
- 100% (8/8) of Year 5 and 6 Pasifika students are achieving at or above in writing
- 78% (46/59) of Year 5 and 6 Asian students are achieving at or above in writing
- 92% (11/12) of Year 5 and 6 MELAA students are achieving at or above in writing
- 80% (43/54) of Year 5 and 6 NZ/European students are achieving at or above in writing

**Writing Actions:
(What did we do?)**

Organisation and learning environment:

Identify who they are, put them on learning support
Small group teaching taken by the classroom teacher
Teacher to set specific goals and learning support needs to be an extra on top of the home group lesson

Strategies:

Authentic writing ideas - experiences first, performances to present
Topics that are student choice
Creative ideas for writing styles
Writing first and then working back on their specific needs
Use of devices! Need to find apps, videos, sites, tools that will make writing engaging Digital site
Demonstrations of good quality writing - high levels of examples, current/relevant topics
Strong use of deeper features and build up the surface.
A variety of different styles of writing to engage the learner
Opportunities for free writing
Learning experiences e.g. bring in a bike and then....

Authors to visit, Shared writing (buddy), Word Que, Recording stories - voice recording
Author's chair - gives an audience

Assessment: Formative and Summative:

e-asTTle

We want children to be knowledgeable with writing progressions and be able to share their next goals with their parents more frequently.

Using Writing Progressions for moderation in and across teams
Small specific next steps / feedback and feedforward
Conferencing - one on one, not just written

Parental Involvement:

Using Seesaw to connect with parents

Staff Professional Learning:

Resource sharing across the team

Outcomes: (What happened?)

- Target met
- 52% met the expected curriculum level for Writing (12/23 children)
- 48% are receiving additional support to move closer to the expected curriculum level (11/23 children)

Reason for the Variance: (Why did it happen?)

- Developmentally students are ready to shift as they mature with ideas, structures, organisation of writing
- Teachers in the team have integrated writing better this year into inquiry learning so tasks are more authentic and engaging
- Lots of creative tools and topics to engage writers
- Teachers are still using PD from last year with helping circles and more explicit modelling of writing
- Writing becomes less laborious for students

Evaluation: (Where to next?)

- Continued area to focus on next year - engaging boys in writing, working on surface features
- Re-look at spelling programmes next year
- Increased Quickwrites - writing more shorter pieces and more often
- Continue to manage the balance between devices and handwriting

Planning For Next Year: See planned actions for lifting achievement related to Targets set for 2020.

Analysis of Variance Reporting (2020)

St Joseph's Catholic School Takapuna

School Number: 1498

Focus: Mathematics 1 - Year 3/4

Strategic Aim:

Our students become self directed learners through teaching and learning programmes that enable them to achieve their full potential

Annual Aim:

Support all students, particularly Children with identified needs and ESOL, to progress with their learning and achieve their full potential

Targets:

In 2020, we will specifically target the **10** Year 3 children that are below in Maths, so that at least **4 out of the 10** students move **from below to at the expected curriculum level**

Baseline Data: Analysis of End of Year Data gathered at the end of 2019

- 88% of Year 3 and 4's are at or above the expected level
- 12% of Year 3 and 4's are below the expected level

- 85% (54/64) of Year 3 students are achieving at or above the expected level at the end of 2019 in maths
- 15% (10/64) of Year 3 students are achieving below the expected level in maths
- 92% (59/64) of Year 4 students are achieving at or above the expected level in maths
- 8% (5/64) of Year 4 students are achieving below the expected level in maths

- 50% (1/2) of Year 3 and 4 Maori students are achieving at or above in maths
- 100% (3/3) of Year 3 and 4 Pasifika students are achieving at or above in maths
- 88% (50/57) of Year 3 and 4 Asian students are achieving at or above in maths
- 85% (11/13) of Year 3 and 4 MELAA students are achieving at or above in maths
- 90% (47/52) of Year 3 and 4 NZ/European students are achieving at or above

**Mathematics Actions:
(What did we do?)**

Organisation and learning environment:

- Identify who they are, put them on learning support
- Using TA's to take groups to release Teacher's to work with the target group on a daily basis
- Use of materials across all levels of the school to support the visual learners (numicon, learning buddies of varying levels to challenge them as well as support them)

Strategies:

- Maths PD strategies implemented
- Increased 1:1 time with the teacher
- Teacher to set specific goals and learning support needs to be an extra on top of the home group planning - could be based on progressions
- Concentration on Place Value as an area of weakness
- COSMDBRICS groups run by the Teachers Assistant to support the learning
- Opportunity to apply mathematics - Inquiry
- Teaching fast facts to increase part-whole thinking

Assessment:

- Using progressions
- JAM/GLOSS/IKAN
- Pre and Post-test for strand maths

Parental Involvement:

- Specific home learning - mathematics live
- Termly conferences with parents

Staff Professional Learning:

- Maths PD - Canterbury University Education Plus

Outcomes: (What happened?)

- Target was met
- 40% met the expected curriculum level for Maths (4 children)
- 60% are receiving additional support to move closer to the expected curriculum level (6 children)

Reason for the Variance: (Why did it happen?)

- Continued work on how number systems are organised to help these students gain clarity
- Cosdmbrics - powerful maths intervention used by teacher aides in small groups
- Increased use of learning how to use equipment to support students progress in maths and to support the learning of new concepts
- Maths PD for staff run by University of Canterbury

Evaluation: (Where to next?)

- Continued Maths PD with University of Canterbury 2021
- Continue to develop the equipment/resourcing and supporting teachers to use the equipment well
- Problem Solving/Number Talks will be areas for focus next year so students learn to apply their maths knowledge in a variety of situations

Planning For Next Year: See planned actions for lifting achievement related to Targets set for 2020.

Analysis of Variance Reporting (2020)

St Joseph's Catholic School Takapuna

School Number: 1498

Focus: Mathematics 2 - Year 5/6

Strategic Aim:

Our students become self directed learners through teaching and learning programmes that enable them to achieve their full potential

Annual Aim:

Support all students, particularly Children with identified needs and ESOL, to progress with their learning and achieve their full potential

Targets:

In 2020, we will specifically target **16** students who are achieving below the expected curriculum level in Maths, so that they make at least **1** years expected progress.

Baseline Data: Analysis of National Standards Data gathered at the end of 2019

- 88% of Year 5 and 6's are at or above the expected level
- 12% of Year 5 and 6's are below the expected level

- 86% (55/64) of Year 5 students are achieving at or above the expected level in maths
- 14% (9/64) of Year 5 students are achieving below the expected level in maths
- 91% (67/74) of Year 6 students are achieving at or above the expected level in maths
- 9% (7/74) of Year 6 students are achieving below the expected level in maths

- 50% (2/4) of Year 5 and 6 Maori students are achieving at or above in maths
- 100% (8/8) of Year 5 and 6 Pasifika students are achieving at or above in maths
- 90% (53/59) of Year 5 and 6 Asian students are achieving at or above in maths
- 83% (10/12) of Year 5 and 6 MELAA students are achieving at or above in maths
- 90% (49/54) of Year 5 and 6 NZ/European students are achieving at or above in maths

**Mathematics Actions:
(What did we do?)**

Organisation and learning environment:

Identify who they are, put them on learning support

Small group teaching taken by the classroom teacher

Use of materials across all levels of the school to support the visual learners (numicon, learning buddies of varying levels to challenge them as well as support them)

COSMDBRICS groups run by the Teachers Assistant to support the learning

Teacher to set specific goals and learning support needs to be an extra on top of the home group lesson

Strategies:

Maths inquiry approach being used so students receive support in a problem solving setting

Collaboration with others is key, so provide many opportunities for group/paired learning/problem solving

Strong links to students interests

Develop engagement through problem solving - build confidence

Rich tasks being used to engage and challenge

Lots of opportunity for applying knowledge and strategies

Basic facts/knowledge maintenance throughout classroom programme or learning support groups

Student choice

Assessment:

Knowing the learners

Start the children at a level of knowledge/learning they are comfortable with (let them have success, tell their parents they are having success)

Ongoing formative/observational notes, snapshots etc. need to be gathered

Ongoing monitoring of target group students

Parental Involvement:

Communication with parents is vital - providing information on the students' specific next steps to guide parents

Home learning links to classroom programme - using relevant Mathematics activities

Staff Professional Learning:

Maths PD - Canterbury University Education Plus

Outcomes: (What happened?)

- Target met
- 31% met the expected curriculum level for Maths (5/16 children)
- 69% are receiving additional support to move closer to the expected curriculum level (11/16 children)

Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
2019	E6	4	4	E6	4	4	4	E6	E6	5	E6	E6	E5	E5	4	5
2020	6	E5	E5	6	E6	4	E5	E6	E6	E6	E7	E6	E6	5	E6	6

Reason for the Variance: (Why did it happen?)

- Apart from 4 students, everyone else shifted at least one year due to the accelerated push from teachers on these students
- Increased use of learning how to use equipment to support students progress in maths and to support the learning of new concepts
- Cosdmbriks - powerful maths intervention used by teacher aides in small groups
- Maths PD for staff run by University of Canterbury

Evaluation: (Where to next?)

- Continued Maths PD with University of Canterbury 2021
- Continue to develop the equipment/resourcing and supporting teachers to use the equipment well
- Problem Solving/Number Talks will be areas for focus next year so students learn to apply their maths knowledge in a variety of situations