

Statement of Variance Reporting (2022)

St Joseph's Catholic School Takapuna

School Number: 1498

Focus: Writing 1 - Year 3/4

Strategic Aim:

Ako | Teaching and Learning: Students are thriving, successful, life-long learners, who strive for personal excellence

Annual Aim:

Ensure strong foundations for our students in Reading, Writing and Maths

Target:

In 2022, we will target **29 Year 3** children and **27 Year 4** so **at least 20% (12 children)** of the target group will move from achieving **below** the expected curriculum level to achieving **at** the expected curriculum level by the end of the year

Baseline Data:

- 58 children were identified by their Home Group Teachers as needing additional support to meet Writing expectations at the beginning of 2022. Due to 2021 Lockdowns formal end of year testing was unable to be completed.
- MOY 2021 data indicated:
 - 25/72 Year 4 (35%)
 - 12/69 Year 3 (17%)
 - 16/67 children below/well below

In the target group:

- 11/56 19% are ESOL
- 5/56 have had previous ESOL funding
- 2/16 is on the waitlist for RTLBI intervention

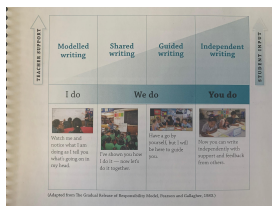
Writing Actions: (What did we do?)

Organisation and learning environment:

- Learning Support Assistants
- Spiral Dictionaries
- Writing Book - Sheena Cameron

Strategies:

- Using Sheena Cameron/Louise Dempsey teaching approach
- Kakapo team to look at Literacy PD with Louise Dempsey
- Guided writing groups
- Planning practice - Teaching children how to plan
- Sheena Cameron writing lesson workshops
- Shared writing through a shared text
- A week to craft a piece of writing
- Targeted small groups with similar needs instead of whole class teaching
- Using Sheena Cameron resource - The Writing Book
- Colourful Semantics with LSA
- Quick 60 groups with LSA to support foundation Literacy skills with LSA's
- Change in Spelling programme to WTW, more teacher led
- Phonics intervention programme with support of RTLB services
- ZoR and Growth mindset programmes embedded



Assessment:

- e-asTTle Writing Program
- Collect teacher observational data Term 1 and set writing goals
- Writing sample end of Term 1 analysed and moderated
- Teacher observational data Term 2 and continued writing goals
- Writing sample end of Term 3 analysed and moderated
- One moderated sample shared each term

Parental Involvement:

- Termly check ins
- WTW spelling programme

Staff Professional Learning:

- Investigate additional programmes that are showing accelerated growth for struggling writers
- PD around struggling writers - Louise Dempsey in conjunction with the Kakariki team
- LSA PD Quick 60 programme/Phonics inventions

Outcomes: (What happened?)

- 38% (21 children) have met curriculum expectations
- 44% of children have made accelerated progress

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

- Increase on Moderation on Writing, which has improved teacher capacity for understanding of Writing levels
- Increased teacher modeling/scaffolding

Evaluation: (Where to next?)

- Some students need continued support with their Writing learning and will have support in 2023
- Continued development of Writing Moderation within teams, across teams and potentially using the CoL to work on across school moderation
- Continued development around the I do, We do, You do model - Increased 'We do' writing, writing workshops focussed on needs based skills
- Continue with AsTTle tools used as a tool/measure for marking writing for Year 3- 6
- More writing assessment tracking within school
- Integration of 'The Code' and teacher PD to support this

Planning For Next Year:

- The Code bought and integrated into class program, Teacher PD to support with RTLB service to provide support and guidance
- Continued Writing development and moderation

Statement of Variance Reporting (2022)

St Joseph's Catholic School Takapuna

School Number: 1498

Focus: Writing 2 - Year 5/6

Strategic Aim:

Ako | Teaching and Learning: Students are thriving, successful, life-long learners, who strive for personal excellence

Annual Aim:

Ensure strong foundations for our students in Reading, Writing and Maths

Targets:

In 2022, we will specifically target the 43 students from Year 5 & 6 who are achieving below the expected curriculum level in **Writing** at the beginning of 2022. We will aim for **11/43 (25%)** of these target children to move from **below to at curriculum expectations** in Writing by the end of 2022.

Baseline Data:

- 43 children were identified by their Home Group Teachers as needing additional support to meet Writing expectations at the beginning of 2022. Due to 2021 Lockdowns formal end of year testing was unable to be completed.
- MOY 2021 data indicated:
 - 4/66 Year 5 (6%)
 - 7/67 Year 6 (10%)
 - 11/133 children below/well below (8%)

Writing Actions: (What did we do?)	Outcomes: (What happened?)
<p><u>Organisation and learning environment:</u> Set up systems so that children know their individual writing goals Teacher to regularly conference with children & provide feedback related to their writing goals so that students are moving forward Teacher to provide mini workshops based on individual class needs Quiet focused writing time encouraged</p> <p><u>Strategies:</u> Increased quick writes and helping circles Engaging boys in Writing - Game of Awesome with LSA Working on surface features (punctuation) Using StepsWeb frequently within our Writing programme Authentic tasks for Writing Making sure the children are aware of their next steps (goal cards) Keeping the balance between devices and handwritten texts</p> <p><u>Assessment: Formative and Summative:</u> Collect teacher observational data Term 1 and set writing goals Writing sample end of Term 1 analysed and moderated Teacher observational data Term 2 and continued writing goals Writing sample end of Term 3 analysed and moderated One moderated sample shared each term</p> <p><u>Parental Involvement:</u> Term 1: Parent phone calls and zooms - inform of the children's next steps Term 2: Reports Writing goal cards shared Termly check ins</p> <p><u>Staff Professional Learning:</u> Writing PLD combined with the Kakapo Team Professional readings discussed at Team Meetings Share good practice across the Kakariki & Kakapo Teams</p>	Reason for the Variance: (Why did it happen?)
	Evaluation: (Where to next?)
<p>Planning For Next Year:</p> <ul style="list-style-type: none"> • The Code bought and integrated into class program, Teacher PD to support with RTLB service to provide support and guidance • Continued Writing development and moderation 	

- 63% (27 children) have met curriculum expectations
- 30% of children have made accelerated progress

- Increase on Moderation on Writing, which has improved teacher capacity for understanding of Writing levels
- Increased teacher modeling/scaffolding

- Some students need continued support with their Writing learning and will have support in 2023
- Continued development of Writing Moderation within teams, across teams and potentially using the CoL to work on across school moderation
- Continued development around the I do, We do, You do model - Increased 'We do' writing, writing workshops focussed on needs based skills
- Continue with AsTTle tools used as a tool/measure for marking writing for Year 3- 6
- More writing assessment tracking within school
- Integration of 'The Code' and teacher PD to support this
- Review systems for tracking and communicating goals

Statement of Variance Reporting (2022)

St Joseph's Catholic School Takapuna

School Number: 1498

Focus: Mathematics 1 - Year 5/6

Strategic Aim:

Ako | Teaching and Learning: Students are thriving, successful, life-long learners, who strive for personal excellence

Annual Aim:

Ensure strong foundations for our students in Reading, Writing and Maths

Targets:

Target:

In 2022, we will specifically target the 52 students from Year 5 & 6 who are achieving below the expected curriculum level in **Proportions and Ratios** at the beginning of 2022.

We will aim for **18/52 (35%)** of these target children to move from **below to at** in this area of Maths by the end of 2022.

Baseline Data:

51% (34) children in Year 5 were achieving below the expected curriculum level in **Proportions and Ratios** at the beginning of 2022.

28% (18) children in Year 6 were achieving below the expected curriculum level in **Proportions and Ratios** at the beginning of 2022.

Mathematics Actions: (What did we do?)

Organisation and learning environment:

Teachers to plan Number knowledge into weekly programme
Teachers make groupings fluid so children's gaps are filled through workshops
Teachers takes own homegroup students so learning is tracked carefully
Materials organised for each pod
Use of Kakariki site to share resources

Strategies:

Focusing on filling gaps in students Number Knowledge
Mult/Div facts blitz to begin with
Proportions/Ratios to be a focus in Term 2
Making sure the children are aware of their next steps
Have materials available for every lesson
Move through imaging and number properties in each lesson
Keep it simple and not over complicated when teaching strategies
Have strategies visually on the wall for children to refer to
Mixed ability problem solving grouping to allow children to learn from each other

Assessment:

Gloss testing beginning of year and end of year
Number knowledge testing online - students track their scores
Teachers formatively tracking students
Ability and mixed ability grouping

Parental Involvement:

Term 1: Parent phone calls & Zooms - inform them of children's next steps and how they can help at home
Term 2: Report

Staff Professional Learning:

Sharing good practice amongst the Kakariki Team
Professional readings discussed at Team meetings

Outcomes: (What happened?)

- 75% of our target children achieving the expectation for Proportions and Ratios
- 53% of this target children have made accelerated progress in this area

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

- More small group work around key concepts using materials to support visual perception
- Team meeting discussions to share ideas and strategies
- Intensive multiplication and division focus to increase knowledge and speed

Evaluation: (Where to next?)

- Continue discussion within in teams
- Continue with increased use of visual diagrams and materials
- Continue to push basic facts early in the year to equip children with the confidence in their knowledge
- Increase time spent on Proportions Ratio over the year, and often (at least once a term)

Planning For Next Year: Increase time spent on Proportions and Ratio
Continue to use visual diagrams and materials