



# **2017 Curriculum Targets Analysis of Variance Pinehaven School**

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The Board developed a number of strategic and annual aims for 2017, all of which contributed to students achieving higher levels across the curriculum. Specific targets and actions were identified in Reading, Writing and Mathematics. This document outlines each target, related actions and the outcomes.

### **Achievement Target 1 – Reading**

- By the end of the year, accelerate the progress of students so that 95% (197/207 included in 2016 Term 4 data) are achieving at or above the National Standard. This would mean having 12 students shift from below to at the standard, with a particular focus on students in their 2<sup>nd</sup> year at school.

### **Background (as at February 2017 when targets were set):**

Overall data identifies that achievement in reading is generally high.

- Māori boys and girls are now achieving in line with their cohort peers.
- Based on Term 4 data from last year, 90.1% of students were achieving at or above the National Standard (compared with 92 % in 2015 and 88% in 2014, as well as 2015 figures 78% nationally and 76.5% in Upper Hutt).
- If we take out the 2016 Year 1 cohort, 98% of Pinehaven students achieved or exceeded expectations in 2016, so we have continued to make significant progress from year to year.
- When considering the children who are currently in Years 2-6 for 2017, Term 4 data shows that 89.4% are achieving at or above the National Standard in Reading.
- In Year 2 this year, there is a need to accelerate the progress of a number of students.
- In Years 3- 6, there are small numbers of students underachieving and there is a need to continue to focus on assisting students who find reading challenging.
- Across the school there is a continued need to monitor and extend the students who are at or above the standard so that our high numbers of children above the standard is maintained (currently 70%).

### **Planned Actions (as at February 2017 when targets were set)**

Over time, there have been a number of changes in teacher practice, with successful strategies becoming 'business as usual' for our teaching staff. In addition to business as usual, the following actions were planned for 2017:

- Targeted teaching to support children in their second year at school. They are not included in the above information (being Year 1 2016), however are included in our 2016 National Standards data. There are a number of children, particularly boys, who need to show accelerated progress in reading. Coaches will discuss these students when meeting if they are not chosen target students. These students will be tracked termly.
- Continued teaching as inquiry that focuses on target students and improving teacher practice (with a professional coach). Coaching will include discussions around how successful strategies are/could be used with other students.
- Continued professional development around Learner Agency.
- To team teach / model effective teaching practice in Literacy alongside teachers in terms of addressing target students.
- Continued tracking of 2014 - 2016 target and intervention children.
- Focus on writing vocabulary in Years 0-2.
- Explicit teaching of phonics and word patterns as needed for individuals beyond Year 2.
- Continued work on targeting learning behaviours that are impacting on achievement.
- Teachers are aware of who fits within the achievement targets and who in their class made a significant shift in 2015 that needs to be maintained. Coaches will discuss these students when meeting if they are not chosen target students.
- As required, provide opportunities for target students to get intervention from outside the classroom (e.g. early words programme, Hooked on Books or target teaching groups).

## Analysis of Variance

### Outcome:

- Target 1 was exceeded with 99% of students included in the 2016 Term 4 data now achieving at or above the National Standard, with 64.7% of these students achieving above in Reading. 44 students made accelerated progress, with 19 moving from below to at the standard, 23 moving from at to above, and 2 moving from well below to below.

### Reasons for the Variance:

The target was exceeded. Tracking of students is very detailed and monitored closely by classroom teachers and the Leadership Team. Particular attention has been paid to linking reading to student interests, particularly for children who have been below expectations. Teachers making explicit links between reading and writing, as well as to students' individual interests, which have all been major contributing factors in our success, particularly for the children who have been extended to above the standard.

### Future Actions:

Over time, there have been a number of changes in teacher practice, with successful strategies becoming 'business as usual' for our teaching staff. In addition to business as usual, the following actions are planned for 2017

- Targeted teaching to support children in their second year at school. They are not included in the above information (being Year 1 2017), however are included in our 2017 National Standards data. There are a number of children who need to show accelerated progress in reading. Coaches will discuss these students when meeting if they are not chosen target students. These students will be tracked termly.
- Continued teaching as inquiry that focuses on target students and improving teacher practice (with a professional coach). Coaching will include discussions around how successful strategies are/could be used with other students.
- Continued professional development around Learner Agency and integration.
- To team teach / model effective teaching practice in Literacy alongside teachers in terms of addressing target students.
- Continued tracking of 2014 - 2017 target and intervention children.
- Focus on writing vocabulary in Years 0-2.
- Carefully monitor the progress of children who moved from below to at expectations in 2017.
- Explicit teaching of phonics and word patterns as needed for individuals beyond Year 2.
- Continued work on targeting learning behaviours that are impacting on achievement.
- Trial mixed ability grouping within an Action Research project by teachers to measure impact on student outcomes.
- Continued focus on reading for a purpose.
- Double dipping of classroom and intervention programmes for some children.

### **Achievement Targets 2 & 3 – Writing**

- By the end of the year, accelerate the progress of Years 2-6 students so that 33% (68/207 included in 2016 Term 4 data) are achieving above the National Standard. This would mean shifting 11 students from at to above the standard, with a particular focus at Year 5.
- By the end of the year, extend Māori students so that 7/25 are achieving above the National Standard. This will mean their achievement is more equitable and in line with their non-Māori peers. This would mean having 3 Māori student shift from at to above the standard, as well as maintaining the achievement of 4 Māori students already above.

### **Background (as at February 2017 when targets were set):**

- There are 15 students who need to continue to make accelerated progress in order to achieve the standard. The staff identified what should be done to ensure this happens.
- Based on Term 4 data from last year, 89.7% of students were achieving at or above the National Standard (compared with 2015 figures 71.4% nationally and 67.1% in Upper Hutt).
- 2016 National Standards data from the end of the year showed that 27.3% of students were achieving above in writing. The data identified that the 2016 Year 4 cohort were not achieving as high as other cohort groups.
- 27.5% (57/207) of the 2017 Year 2-6 students are achieving above the National Standard. As we have significantly higher numbers achieving above in reading, there is a need for us to work on extending the students in writing. This also means ensuring we maintain the progress of the students already above the standard.
- With targeted teaching, we have continued to reduce the disparity between boys and girls across the school to 3.3% in 2016 (19% in 2013, 8% in 2014 and 4% in 2015). This is significantly better than the disparity between boys and girls nationally. Explicit links between reading and writing, as well as ensuring children have agency with regards to what to write about and when to write, have had a direct impact on achievement, particularly for boys.
- Historically, writing achievement has dropped as children have progressed through the school. We are beginning to see shifts in this data after targeted intervention programmes at Years 3 and 4. The staff continue to work hard to ensure we take a collective responsibility to ensure foundations are in place at each level of the school.
- 16% of 2017 Year 2-6 Māori students are achieving above the National Standard. This is not equitable with non-Māori counterparts and there is a need to shift more Māori students to above the standard. We have identified a number of students in this category who could shift with targeted teaching approaches.

### **Planned Actions (as at February 2017 when targets were set)**

Over time, there have been a number of changes in teacher practice, with successful strategies becoming 'business as usual' for our teaching staff. In addition to business as usual, the following actions were planned for 2017:

- Continued coaching that includes discussions around how successful strategies are/can be used with other students.
- Integration and meaningful contexts for writing.
- Real life audiences and purpose for writing.
- Continued tracking of 2014-2016 target and intervention children.
- Continue to track the progress of boys across the school.
- Use of gender grouping where appropriate.
- Continued professional development around learner agency.
- To team teach / model effective teaching practice in Literacy alongside teachers, particularly where acceleration or extension is required.
- Year 1 and 2 teachers will ensure regular practise of writing "words I know" and word generation occurs.
- Māori students to be included in as target students to shift to above so that their achievement is more equitable.
- Clear learning goals for children identified and recorded in ways that they understand.
- Use of *Seesaw* for sharing writing with parents and whanau.

- Continued work on targeting learning behaviours that are impacting on achievement.
- Continue to implement effective teaching strategies, including ensuring students get an opportunity to engage in daily writing as authors.
- Reflect on key questions to consider from Murray Gadd's professional development with teachers.

## Analysis of Variance

### Outcome:

- While we came close, target 2 was not quite met. 32.6% achieved above the National Standard in 2017. This was still a significant increase from 2016 when 19.8% achieved above, so we are very pleased with the progress in this area. 10 of the students who shifted to above were in Year 5 where we had a specific focus.
- Target 3 was also very nearly achieved with 6 Māori students achieving above in writing, while we were aiming for 7. This places 26% of Māori students achieving above, as compared to Non-Māori with 35.1% above.

### Reasons for the Variance:

Target 2 was challenging and of a high expectation. The achievement came so close to the target set, the variance is no significant. The progress of students is very pleasing and has been built on continuous improvement in teaching writing over the past 5 years. 2 of the students we were targeting in target 2 left the school during the year. The equity of achievement for Māori students has improved with more of them achieving above, however we will continue to monitor this and strive for greater equity.

### Future Actions:

Over time, there have been a number of changes in teacher practice, with successful strategies becoming 'business as usual' for our teaching staff. In addition to business as usual, the following actions are planned for 2018:

- Continued coaching that includes discussions around how successful strategies are/can be used with other students.
- Integration and meaningful contexts for writing for real life audiences.
- Continued tracking of 2014-2017 target and intervention children and boys across the school, with all students tracked termly by DP.
- Use of gender grouping where appropriate.
- Trial mixed ability grouping within an Action Research project by teachers to measure impact on student outcomes.
- Continued professional development around learner agency, integration and known strategies for improving Māori achievement.
- Year 1 and 2 teachers will ensure regular practise of writing "words I know" and word generation occurs.
- Clear learning goals for children identified and recorded in ways that they understand.
- Continued work on targeting learning behaviours that are impacting on achievement.
- Collaborative teaching to make use of teacher strengths, target teaching and increased frequency
- There is a need to continue selecting target students in writing, with particular emphasis on:
  - Accelerating progress for the 25 students who are Well Below and Below
  - Accelerating the progress of some students who are working at to above
  - Shifting Māori boys from At to Above to be a more equitable picture. Teachers identify and plan what they could do to accelerate the achievement of each of these students in Writing in light of known strategies for improving Māori enjoying success as Māori.

### **Achievement Targets 4 & 5 – Mathematics**

- By the end of the year, accelerate the progress of Years 2-6 students so that 35% (72/207 included in 2016 Term 4 data) are achieving above the National Standard. This would mean shifting 9 students from at to above the standard.
- By the end of the year, accelerate the progress of girls in Years 2-6 students included in the 2016 Term 4 data so that we reduce the disparity between boys and girls to 5.5%. This would mean having 4 girls shift from below to at the National Standard. 12/16 children currently achieving below in mathematics are girls.

### **Background (as at February 2017 when targets were set):**

- At the end of 2016, 90% of Pinehaven students were achieving at or above the National Standards (compared with 86% in 2015).
- Based on Term 4 data from last year, 90% of students were achieving at or above the National Standard (compared with 2015 figures 75.5% nationally and 72% in Upper Hutt).
- Over time, we have identified that smaller numbers of children have been achieving above the standard in maths and when they do, it can sometimes be difficult to maintain a year's progress to keep them above.
- 30.4% of the 2017 Year 2-6 students are achieving above the standard and we have identified a number of students who with targeted teaching, could be extended.
- Anecdotal evidence suggests that there is a greater need for teachers to make links between number and other strands, as well as provide rich, authentic maths tasks.
- The school has participated in 1 ½ years of the MST programme. Our focus on differentiated learning using MST strategies means that teachers can be supported to ensure progress for lower achievers, while also planning differentiated programmes for those who are 'at' and could accelerate to 'above' the standard.
- Targeted maths programmes proved to be successful for lower achievers and those who had gaps in knowledge last year and these will continue for students who are below the standard.
- 2016 data shows a disparity in achievement between boys and girls in mathematics, with 86.7% (85/98) of 2017 Year 2-6 girls achieving and 96.3% (105/109) of boys in these cohort groups.
- This is a disparity of 9.6% which we aim to reduce.

### **Planned Actions (as at February 2017 when targets were set)**

Over time, there have been a number of changes in teacher practice, with successful strategies becoming 'business as usual' for our teaching staff. In addition to business as usual, the following actions were planned for 2017:

- Where possible ensure that target students are selected from students who require acceleration from below, those who moved from Below to At, and girls. Coaches will discuss these students when meeting if they are not chosen target students. These students will be tracked termly.
- Coaching will include discussions around how successful strategies are/can be used with other students.
- Integration and rich maths tasks.
- Real life contexts for learning – linking numeracy and strand.
- Continued tracking of 2014-2016 target and intervention children.
- Use of gender and/or mixed ability grouping as appropriate.
- Continued professional development in Learner Agency
- To team teach / model effective teaching practice in mathematics alongside teachers.
- Use the model of 'learn it, practise it, prove it' to provide ownership of learning to students.
- Communication and involvement with parents and whanau recognising the importance of the role they have to play in their child's learning, particularly around positive talk.
- Continued work on targeting learning behaviours that are impacting on achievement.

## Analysis of Variance

### Outcome:

- Target 4 was exceeded with 38.7% of students in Years 2-6 achieving above the National Standard (an increase of 6.5% from 2016). 12 students made accelerated progress moving from at to above.
- Target 5 was not met with a disparity of 8.8% between the achievement of boys and girls. 4/12 girls below in the 2016 Term 4 data shifted to at.

### Reasons for the Variance:

We decided to focus a more in-depth intervention at Year 3/4 to intervene before gaps and mindset became too challenging. At Year 3/4 all girls moved from below to at. When staffing became available, intervention was implemented at Year 5/6 where girls made progress, but not at the rate of acceleration required to shift their achievement to at the NS.

### Future Actions:

Over time, there have been a number of changes in teacher practice, with successful strategies becoming 'business as usual' for our teaching staff. In addition to business as usual, the following actions are planned for 2018:

- Where possible ensure that target students are selected from students who require acceleration from below, those who moved from Below to At, and girls. Coaches will discuss these students when meeting if they are not chosen target students. These students will be tracked termly.
- Coaching will include discussions around how successful strategies are/can be used with other students.
- Integration and rich maths tasks.
- Real life contexts for learning – linking numeracy and strand.
- Continued tracking of 2014-2017 target and intervention children.
- Use of gender and/or mixed ability grouping as appropriate.
- Continued professional development in Learner Agency, integration, mixed ability grouping and known strategies for improving Māori and girls' achievement.
- To team teach / model effective teaching practice in mathematics alongside teachers.
- Use the model of 'learn it, practise it, prove it' to provide ownership of learning to students.
- Communication and involvement with parents and whanau recognising the importance of the role they have to play in their child's learning, particularly around positive talk.
- Continued work on targeting learning behaviours that are impacting on achievement.
- Students will be tracked termly by teachers and DP.
- Ensure teachers move away from plugging gaps that aren't essential.