



2016 Curriculum Targets Analysis of Variance Pinehaven School

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The Board developed a number of strategic and annual aims for 2016, 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 Targets 1 & 2 – Reading

- By the end of the year, accelerate the progress of students so that 96% (190/198 included in 2015 Term 4 data) are achieving at or above the National Standard. This would mean having 4 students shift from below to at the standard, with a particular focus on students in their 2nd year at school.
- By the end of the year, increase the number of Māori girls achieving above the National Standard. This is in order to have these girls performing as well as their male and non-Māori counterparts. This would mean having 8/12 Māori girls in Years 2-6 achieving above the National Standard.

Background:

Overall data identifies that achievement in reading is generally high. Māori boys are in line with their cohort peers, however Māori girls are not. Based on Term 4 data from last year, 92% of students were achieving at or above the National Standard (compared with 88% in 2014, as well as 2014 figures 78% nationally and 75.4% in Upper Hutt). In Years 1, 4, 5 and 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 target students who are at the standard, but could move to above. While we already have 52% of students reading above the standard across the school, we believe we can get larger numbers achieving above expectations. We have identified a realistic number of students who could achieve this target. It is worth noting, that in 2015, 50 students shifted from either below to at or at to above the standard. In order to achieve this target, there is a need for us to maintain the shift that these students made.

Significant Actions Taken

- Reading Recovery fast turn around
- Classroom Teacher Observations
- Intervention Groups - Y3&4 Literacy (Reading and Writing Links), Early Words for Juniors, Junior Oral Language Group, Hooked on Books
- 'Double Dipping' of classroom and intervention programmes
- Opportunity to meet with curriculum leader to talk over programme
- Ongoing coaching to review target students, action plans and reflect on practice (strategies targeted and differentiated)
- Learning Hub Meetings have allocated times to discuss achievement and teaching strategies, specifically for target students
- Ongoing tracking on 2014, 2015 & 2016 target students
- Teachers analysing their mid-year data
- Implementation of revised way to collect assessment information for students working Above
- Moderation of Reading of Overall Teacher Judgements
- Co-teaching
- Planning based on student interest and experimentation with offering student choice
- Ongoing development of students learning pathways and learner agency
- Use of specific apps and software (e.g. Reading Eggs)
- Teachers inquired into strategies and prompts that have been previously tried and their usefulness, and use those that have proven to be effective for the student
- Professional development in relation to learner agency and how this relates to the learning pathways of target students
- Explicit teaching for comprehension, particularly at Years 4-6
- Year 0/1 teachers carefully tracked the progress and achievement of students in their first year at school
- Strengthened understanding of the pace of learning

Analysis of Variance

Outcome:

- Target 1 was exceeded with 98% of students included in the 2015 Term 4 data now achieving at or above the National Standard, with 70% of these students achieving above in Reading. 33 students made accelerated progress, with 10 moving from below to at the standard, 22 moving from at to above, and 1 moving from below to above.
- Target 2 was achieved with 8/12 Māori girls included in the 2015 Term 4 data now achieving above the National Standard. 2 Māori girls made accelerated progress, shifting from at to above the standard.

Reasons for the Variance:

Both targets were met or 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 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.

Achievement Targets 3 & 4 – Writing

- By the end of the year, accelerate the progress of Years 2-6 students so that 35% (69/198 included in 2015 Term 4 data) are achieving above the National Standard. This would mean shifting 20 students from at to above the standard.
- By the end of the year, further reduce the disparity between boys and girls in writing to less than 4%. This would mean having 5/11 boys shift from below to the standard.

Background:

2015 National Standards data from the end of the year showed that 88% of students were achieving at or above in writing (compared with 84% in 2015, as well as 2014 figures 71.1% nationally and 67.7% in Upper Hutt). The data identified that the 2015 Year 1 and 5 cohorts were not achieving as high as other cohort groups. With intensive professional development and targeted teaching, we have reduced the disparity between boys and girls across the school from 19% in 2013 to 8% in 2014 and then 4% in 2015. This is significant and is only a quarter of the percentage disparity between boys and girls nationally. However, in most cohorts, the disparity between boys and girls is of concern. Past trends in achievement have identified that as students move through the school, writing achievement drops, and despite the overall picture of achievement and more pleasing achievement at the senior end of the school in 2014 and 2015, this trend is still evident. The staff believe we have a collective responsibility to ensure foundations are in place at each level of the school to ensure the trend of lower achievement at Years 5 & 6 does not continue. There are a number of students who need to continue to make accelerated progress in order to achieve the standard or to move from 'at' to 'above' the standard. The staff have participated in detailed analysis of the data, identifying who the students are that need to be accelerated and what approaches should be taken to ensure this happens. Our teaching team are looking to have clearer learning pathways for target students.

Significant Actions Taken

- Careful transition planned and carried out for those who received intervention in 2015.
- Intervention Groups – targeted and timely
- 'Double dipping' of classroom and intervention programmes
- Coaching strategies were very targeted and more differentiated
- Learning behaviour targets successfully impacted on writing achievement
- Teacher Aide support for larger classes
- Ongoing tracking on 2014 and 2015 target students
- Co-teaching
- Planning based on student interest and experimentation with offering student choice
- Increasing shift from teaching genre to teaching purpose

Analysis of Variance

Outcome:

- Target 3 was not met. We now have 26% of students included in the 2015 Term 4 data now achieving above the National Standard. There was improvement as 11 students made accelerated progress, moving from at to above.
- Target 4 was exceeded with a complete reduction in disparity between the girls and boys in the 2015 Term 4 data. They now achieve the same results. However, this is still an area to continue to consider as when we include the 2016 Year 1 group, there is still a slight disparity between boys and girls achievement (3.3%).

Reasons for the Variance:

Target 3 was challenging and of a high expectation. The progress of boys is particularly pleasing. There have been significant shifts in the progress of 11 students from at to above the standard, however we also note some children that didn't maintain a rate of progress to keep them 'above'. These children were often at Year 4 where the jump from Year 3 to Year 4 National Standard expectations is significant and some children have less than a year to achieve it because of when their birthday falls. Realistically, some of the students we thought we could shift from at or above national standards needed more consolidation before extension was possible.

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:

- 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.

Achievement Targets 5 & 6 – Mathematics

- By the end of the year, accelerate the progress of Years 2-6 students so that 94% (186/198 included in 2015 Term 4 data) are achieving at or above the National Standard. This would mean shifting 11 students from below to at the standard.
- By the end of the year, accelerate the progress of girls in Years 2-6 students included in the 2015 Term 4 data so that we reduce the disparity between boys and girls. This would mean having 8/14 girls shift from below to at the National Standard.

Background:

At the end of 2015, 86% of Pinehaven students were achieving at or above the National Standards (compared with 85% in 2013 and in 2014 75.2% nationally and 71.9% in Upper Hutt). 79.4% of students across the 2015 Year 2-6 cohort groups were achieving at or above the National Standard in Mathematics. Teachers continue to use a detailed assessment tracking process for number knowledge and strategy, enabling them to carefully track and analyse students' understandings. Gaps in knowledge and strategy have been easily identified through the use of the tracking sheet and teachers planned programmes accordingly. Analysis of 2013 and 2014 achievement data identified that mathematics is an area where there are small numbers of students achieving 'above' the national standard. This improved significantly in 2015 and we now have 30% achieving above the National Standard. Anecdotal evidence suggests that there is a greater need for teachers to make links between number and other strands. The school is participating in the 2nd year of the MST programme this year. Having an MST, means 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 not involved in MST.

Significant Actions Taken

- Mathematics Specialist Teaching Programme
- Moderation of Mathematics OTJs
- Co-teaching
- Ongoing coaching to review target students, action plans and reflect on practice
- Application of target strategies across to other students
- 'Double dipping' of intervention and classroom programmes
- Ongoing tracking on 2014-2016 target students
- Targeted Mathematics Groups in all classrooms
- Rich tasks with meaningful applications of knowledge, skills and strategies
- Ongoing development of students learning pathways (e.g. Learn it, Practise it, Prove it)
- Learning Pit and learning behaviour discussions with students and professional development with staff
- Goal setting by children – visible learning
- Reviewed assessment

Analysis of Variance

Outcome:

- Target 5 was not met with 88% of students included in the 2015 Term 4 data now achieving at or above the National Standard, with 34% of these students achieving above. 20 students made accelerated progress, but only 3 shifted from below to at the standard, with the other 17 from at to above.

- Target 6 was not met with a disparity of 10.7% between the achievement of boys and girls. 4/14 girls included in the 2015 Term 4 data shifted from below to at.

Reasons for the Variance:

Due to staff changes, the MST programme ceased at the middle of the year. Although intervention programmes continued, they were not carried out by a teacher who had MST training. For a number of students, particularly girls, there is a continued need to address their learning behaviours and confidence levels in mathematics before significant shifts in achievement can be made. We have seen significant shifts in achievement for a number of children who were in the MST programme in 2015 and 2016.

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:

- 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.