

Analysis of variance reporting - 2015

Parnell District School

School number: 1436

Focus: Writing

Strategic aim: *Our intention is that all children achieving below the national standard in reading, writing and mathematics, show accelerated progress, reflected in overall teacher judgements. The pace of progress is expressed in the annual school goals.*

Annual aim: *To lift the achievement of all students in writing, but particularly ESOL students through the use of specific learning strategies.*

Target: The target for Writing in 2015 is that by the end of the year we will have accelerated the achievement of all students, but especially:

- the 9% (41) who are below, to achieve at the National Standard by the end of 2015,
- the 5% (26) well below, to achieve at the National Standard by the end of 2016,
- the 2 Pasifika students and 1 Maori student achieving below, to achieve at the National Standard by the end of 2015.

Baseline data:

Our target for writing in 2014 was for 75% of all student's to achieve the National standard.

Student groups who were not achieving at or above the National Standard in writing in 2014:

- 32% of our 100-120 week students (6) were performing below or well below the National Standard 2014,
- 37% of our Year 5 students (25) were performing below or well below the National Standard 2014,
- 20% of our Year 6 students (11) were performing below or well below the National Standard EOY 2014,
- 22% of our boy students (50) were performing below or well below the National Standard 2014,
- One Maori and two Pasifika students were performing below or well below the National Standard 2014.
- 22% of all students (103) are only just achieving the national standard in writing and are at risk of falling below.

Actions: What did we do?

- Worked with CPL to strengthen formative assessment to change the way we teach the students who are not achieving the National Standards (NS) in writing. This meant improving our knowledge and understanding of the Literacy Learning progressions and what our underperforming students need to access learning at the level they should be. The inquiry focussed on using data to drive what we notice about how our students are learning and what we can do to maximise that learning.
- Lead teachers participated in the Accelerated Literacy Learning programme working with identified groups of underperforming students, using approaches which would accelerate their learning. The lead teachers are working with staff to develop this inquiry approach required for acceleration of these students.
- Began the development of a Curriculum and Achievement plan which will continue in 2016.
- Established a monitoring system, based on the spiral of inquiry, for students who are not achieving. Teachers track these students every 5 weeks and regularly discuss their interventions and progress with their team. These students have become the focus all teachers. It is a team effort to lift their performance. Professional development with Jannie van Hees improved teacher knowledge and understanding of oral language acquisition.

Outcomes: What happened?

- The 2015 data (417 students) reflects a deficit of 56 students when compared with the 2014 data (473 students).
- The data shows an upward shift of 1% from 86% to 87% of students achieving at or above the National Standards in Writing, between 2014 and 2015.
- 7% more males (82%), an increase of 11 boys achieved the NS or higher in 2015; females dropped 1% to at 92% while their numbers remained the same.
- The 2015 years 4, 6, 7 and 8 show an upwards % shift of students reaching expectation.
- The most significant shift was in Year 6 where 9 more students achieved the NS or higher.
- The 2015 Year 3 and 5 cohorts have 9 and 7 more students (respectively) achieving below the NS.

The target for writing for 2015 was to accelerate the National Standard (NS) achievement of the

- 9% (41) of students who were achieving below, to be achieving at the NS:
 - 39% (16) have left the school.
- **Of the 25 students who remained enrolled at Parnell in 2015, 64% have reached the target:**
 - 32% (8) have not improved,
 - 4% (1) student has dropped to well below.
- 5% (26) of students who were achieving well below, to be achieving below the NS:
 - 23% (6) of the students have left the school.
- **Of the 20 students who remained enrolled at Parnell during 2015, 50% reached the target, 3 of these accelerating to reach the NS:**
 - 50% (10) have not shifted, many are ESOL or special needs students.

- The two Pasifika students who were below the NS have achieved the target and is consolidating. The one Māori student has remained below the NS.
- Of the 25 ESOL students who were below or well below the NS:
 - 36% (9) students have left.
 - Of the remaining 16, 31% (5) who were well below have accelerated to below the NS, 25% (4) students who were below have accelerated to at the NS.
 - One student has shifted from below to well below.
- Worked with CPL to use formative assessment to change the way we teach the students who are not achieving the NS in writing. This meant improving our knowledge and understanding of the Literacy Learning progressions and what our underperforming students need to access learning at the level they should be. The inquiry focussed on using data to drive what we notice about how our students are learning and what we can do to maximise that learning.
- Lead teachers participated in the Accelerated Literacy Learning programme working with identified groups of underperforming students, using approaches which would accelerate their learning. The lead teachers are working with staff to develop this inquiry approach required for acceleration of these students.
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Reasons for the variance: Why did it happen?

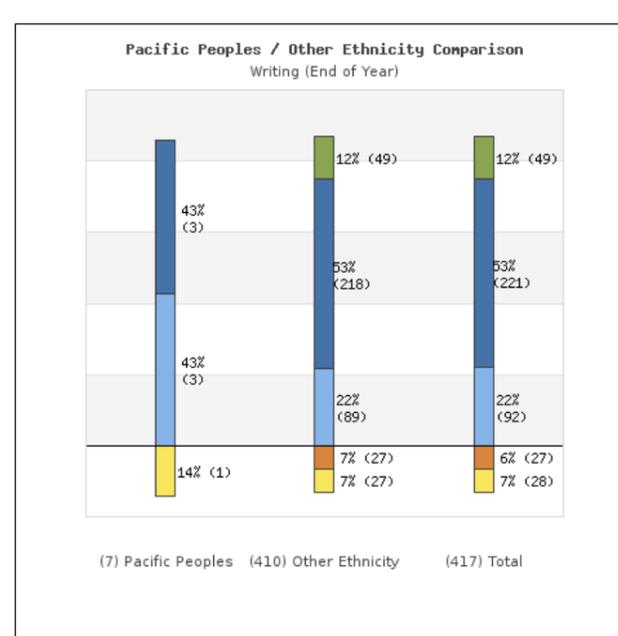
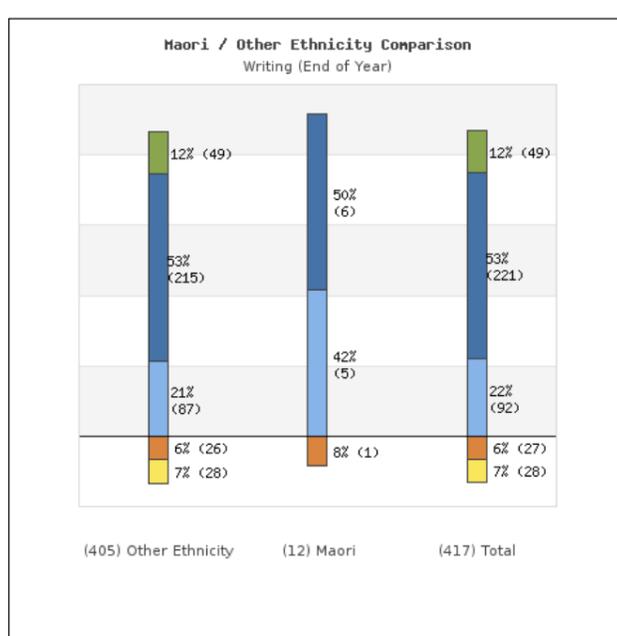
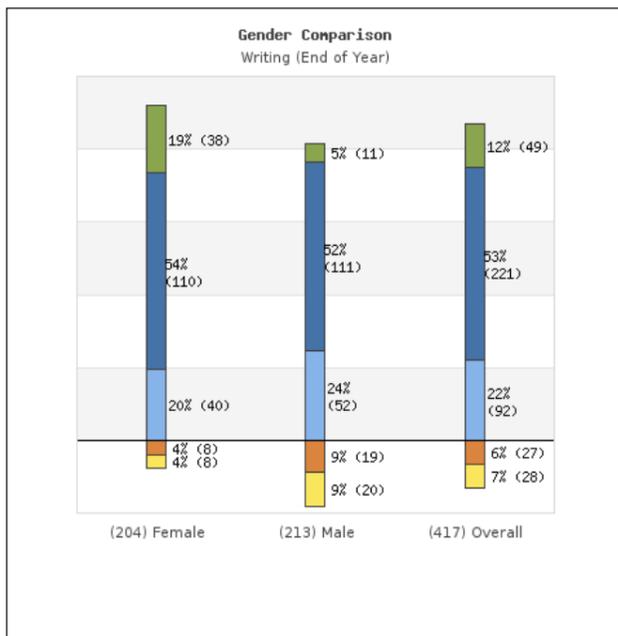
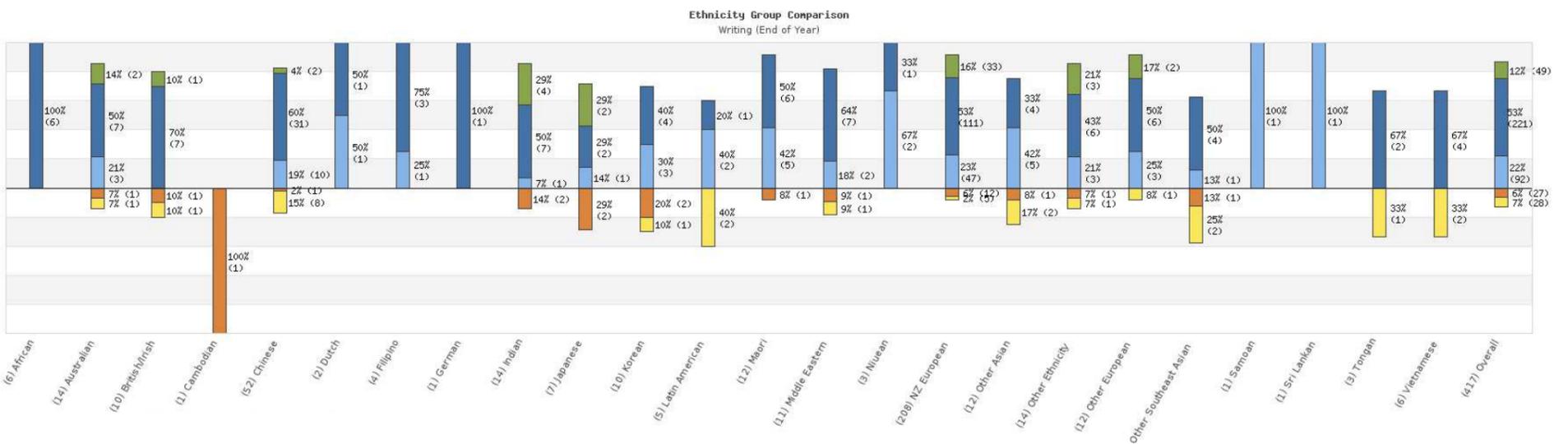
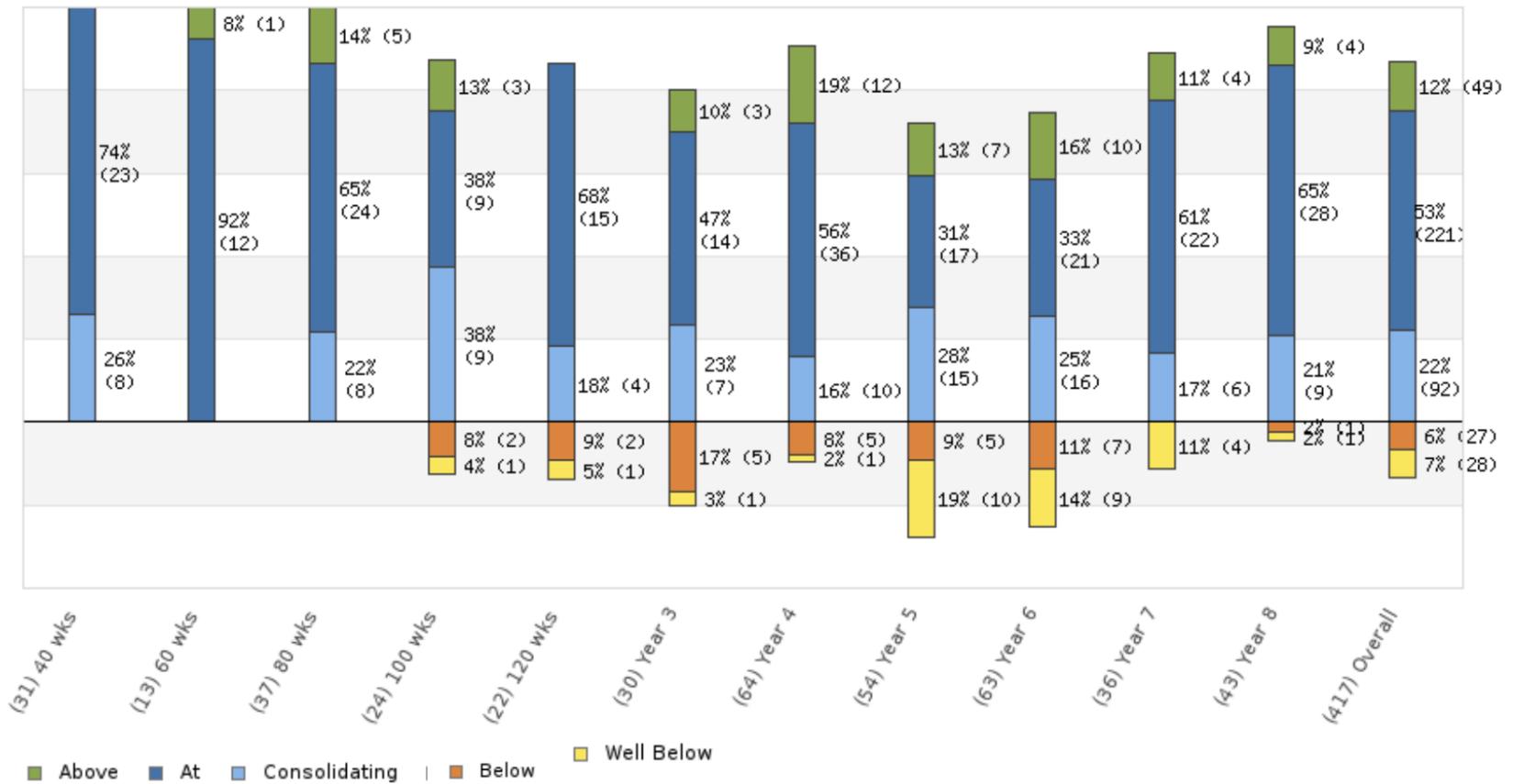
- Years 6 and 3/4 trialled the Accelerated Literacy Learning intervention. In year 6 this was with boys; both year 6 (9) and boys (11) show a significant upward shift. Year 4 does also with 5 more students achieving the NS.
- The school high level of transience meaning we enrolled a high number of new students across class levels.
- Increased numbers of ESOL students particularly in years 3/4 and 5/6.
- The school has focused on target students. The school knows numbers and names and has developed an intensive programme of monitoring and accelerating the achievement of these students.
- Year 1 Accelerated Literacy Learning PLD has been effective for the groups selected with both teachers and students finding success despite the heavy commitment on time and energy.
- There was variable uptake on the CPL Literacy professional learning contract. There was some misunderstanding as to the purpose of this PLD in that the 2015 AoV identified ESOL as a factor in variance and saw this PLD as a vehicle to develop understandings and strategies for teaching ESOL students. While the school did provide expertise in this area, the CPL Literacy professional learning contract took a more holistic approach including data analysis, capacity building in the use of curriculum resources and effective pedagogy for all students.
- The school experienced a high level of transience for our target students. Of our target students identified at the start of 2015
 - 39% of those identified as below,
 - 23% of those identified as well below, and
 - 35% of ESOL students in these categories, left the school during the year.
- The school is building its capacity to view student achievement as a school wide responsibility and is seeking to further grow this understanding in 2016.

Evaluation: Where to next?

- More opportunities for syndicates to moderate work between syndicates.
- The target student focus will continue and be further refined.
- The school will expand teacher capability to take small groups in order to accelerate progress as part of Accelerated Literacy Learning, Year 2.
- The CPL Literacy contract will continue in order to develop agreed effective pedagogy principles, increase teacher capability and increase moderation and shared responsibility across syndicates.
- The monitoring and reporting of target student progress was revised to ensure it was robust and students were tracked regularly. This will continue in 2016 with each teacher identifying target students to track and accelerate.
- Continue programmes introduced in 2015 and extend across the school.
- Prioritise focused interventions aimed at acceleration.
- Engage parents in open active communication through goal setting and progress conferences as well as through Celebration of Learning Days.
- Introduce parent workshops / create video tutorials to help parents know how to help their children.
- Hold regular open days to introduce parents to 21st century ways of learning.
- Have high expectations of student achievement and parent involvement.
- Increase opportunities for buddy reading within class.
- The monitoring and reporting of target student progress has been revised and all teachers will be expected to have at least 5 target students across all National Standard subjects. Teachers will regularly monitor and report on progress and use the Spiral of Inquiry approach to maintain a relentless focus on achievement and reflection on effectiveness of programmes in use.

Overall teacher Judgements in Writing – Nov. 2015

Year Level Comparison
Writing (End of Year)



Writing Progress - 2012-2015

Year	ABOVE		AT				BELOW		WELL BELOW	
	NO:	%age	Total At NS		Lower 1/3 of 'At'- Consolidating		NO:	%age	NO:	%age
Nov 2012 (429)	169	39%	218	51%	67	16%	24	6%	16	4%
Nov 2013 (428)	143	33%	243	57%	82	19%	25	6%	18	4%
Nov 2014 (473)	124	26%	282	60%	103	22%	41	9%	26	5%
Nov 2015 (417)	49	12%	313	75%	92	22%	27	6%	28	7%

Writing Progress – Boys 2012-2015

Year	ABOVE		AT				BELOW		WELL BELOW	
	NO:	%age	Total At NS		Lower 1/3 of 'At'- Consolidating		NO:	%age	NO:	%age
Nov 2012 (214)	62	29%	129	60%	47	22%	13	6%	10	5%
Nov 2013 (206)	59	29%	120	57%	47	23%	12	6%	15	7%
Nov 2014 (228)	42	18%	136	60%	68	30%	31	14%	19	8%
Nov 2015 (213)	11	5%	163	76%	52	24%	19	9%	20	9%

Writing Progress – Girls 2012-2015

Year	ABOVE		AT				BELOW		WELL BELOW	
	NO:	%age	Total At NS		Lower 1/3 of 'At'- Consolidating		NO:	%age	NO:	%age
Nov 2012 (215)	107	50%	89	41%	20	9%	11	5%	8	4%
Nov 2013 (222)	84	36%	123	56%	35	16%	13	6%	2	1%
Nov 2014 (245)	82	33%	146	59%	35	14%	10	4%	7	3%
Nov 2015 (204)	38	19%	150	74%	40	20%	8	4%	8	4%

Writing Progress - Maori

Year	ABOVE		AT				BELOW		WELL BELOW	
	NO:	%age	Total At NS		Lower 1/3 of 'At'- Consolidating		NO:	%age	NO:	%age
Nov 2012 (19)	5	26%	13	68%	5	26%			1	5%
Nov 2013 (18)	3	17%	10	56%	2	11%	4	22%	1	6%
Nov 2014 (13)	3	23%	9	69%	3	23%	1	8%		
Nov 2015 (12)			11	92%	5	42%	1	8%		

Writing Pacific Progress – 2012-2014

Year	ABOVE		AT				BELOW		WELL BELOW	
	NO:	%age	Total At NS		Lower 1/3 of 'At'- Consolidating		NO:	%age	NO:	%age
2012	No data available									
Nov 2013 (9)			8	89%	3	33%	1	11%		
Nov 2014 (9)	1	11%	6	66%	1	11%	2	22%		
Nov 2015 (7)			6	86%	3	43%	1	14%		