

Analysis of Variance Reporting



School Name:	Roseneath School	School Number:	2982
Strategic Aim:	<ol style="list-style-type: none"> 1. Enable all ākonga to know themselves as learners, and empower them to be actively involved in their learning 2. Promote a responsive and inclusive environment that supports quality teaching and learning 3. Empower ākonga, whanau, teachers and the wider community to participate in collaborative partnerships for learning. 		
Annual Aim:	<p>Students in Year 1-2 will be encouraged to develop their positive disposition to learning, and their understanding of themselves as learners</p> <p>All of our Roseneath students will achieve to their highest potential in writing</p> <p>Students at risk of not achieving will make accelerated progress</p>		
Target:	<p><u>Targets</u></p> <ol style="list-style-type: none"> 1. Year 1-2 Students will show how they feel about learning to write, describe who and what can help them in writing, and articulate and demonstrate at least one of the strategies that a writer uses 2. 90% of all Year 3-8 students are at or above their expected curriculum level by the end of the year. Student at risk, or not engaged as writers, will demonstrate improved engagement as writers by the end of the year 3. The target cohorts of Year 4s in 2020, and Year 6 and 7 2020 will demonstrate accelerated progress in writing. 		
Baseline Data:	<p>2019 EOY data</p> <ol style="list-style-type: none"> 1. We identified 6 students who were not able to describe how they felt about learning to write, did not see themselves as writers, and could not describe who and what helps themselves in writing. 2. 79% of our Year 3-8 students were at or above in writing, a decrease in our 2018 data (84%)- a drop of 6 students 3. We identified 9 students in Year 4, 6, and 7 who were below expectations in writing and were not engaged as writers. 		

Target 1: Year 1-2 Students will show how they feel about learning to write, describe who and what can help them in writing, and articulate and demonstrate at least one of the strategies that a writer uses

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ol style="list-style-type: none"> 1. Discovery Time and Play Based learning programmes promote student engagement and a language -rich learning experience 2. Teachers are deliberate and explicit about what helps us learn to write, what writers do, the capabilities that build our writing skills 3. Teachers model resilience, persistence and risk taking in their 'think alouds', and provide students with specific feedback when they see this demonstrated 	<p>Teachers held 1:1 interviews with students on school entry, at 6 months at school and at one year and again at the beginning and end of their second year at school.</p> <p>Learners showed a growing understanding of themselves as learners. After one year and again after two years at school all learners- including our 6 target students - saw themselves as capable of writing, believed that others knew they were writers, and could articulate what helps them to write.</p> <p>Teachers saw accelerated academic progress with those Year 2 students who had difficulty seeing themselves as learners in Year 1.</p>	<p>We can see the link between modelling the language of learning as well as making the process of writing more explicit to our students</p>	<p>Continue with Play Based Learning, making the Year 1- Year 2 progression more explicit</p> <p>Continue with student surveys, and include this in our conferences with parents.</p> <p>We will build on these surveys with Learning Maps in Years 3-8.</p> <p>Student surveys and Learning Maps will be filed with the child's learning profile over their time at Roseneath as a snapshot of their <i>learning to learn</i> skills</p>

Target 2a 90% of all Year 3-8 students are at or above their expected curriculum level in writing by the end of the year.
 Target 2b Students at risk, or not engaged as writers, will demonstrate improved engagement as writers by the end of the year.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ol style="list-style-type: none"> Staff “Toolbox” PLD each term focused on improving engagement and providing quality opportunities in writing Differentiation of classroom learning programmes for students at risk of not achieving to their expected level e.g. Early Words and Advanced Words STEPS web ESOL Intervention Group Paired Writing In class behaviour support Identification of target learners, and regular meetings to analyse <p>Following a data analysis of Steps Web progress in the middle of the year, we scaled up the programme across the school</p>	<p>a) A small improvement from 79% to 82% of students in Years 3-8 achieved at or above expectations.</p> <p>Of the 25 target students who were below or well below in writing at the beginning of the year, 10 made accelerated progress to be at by the end of the year</p> <p>b) 10/11 target students demonstrated increased engagement in writing</p>	<p>In 2020 we were impacted by Covid-19. During the lockdown we provided home learning programmes and where needed we sent school devices home. Our focus as a school was on engagement and on family wellbeing.</p> <p>Our hypothesis is that most of our students continued to read and completed their online maths work but were less active in writing tasks.</p> <p>In analysing our results, we have identified a few ‘hunches’ to guide our next spiral of inquiry into our practice.</p> <p>We notice that there is an acceleration in progress for some of our learners in Years 6-8, and we have a hunch that in subjects like writing, our students in the middle years are finding the progression from developing the technical skills for writing (letter-sound word knowledge etc) through to the structure demands of writing, challenging.</p>	<ol style="list-style-type: none"> Inquire into our teaching and learning in spelling/phonological awareness. Continue to work collaboratively to: <ol style="list-style-type: none"> Identify students for intervention Build strong partnerships with families to ensure attendance and commitment to the programmes Provide ample opportunities for children to participate in the intervention, without other school priorities and activities interrupting them. Continue with Teacher Toolbox PD structure, and continue to promote strong teacher practice through reciprocal observations and teaching as inquiry Continue to strengthen our moderation practices to ensure our assessment in ‘subjective’ areas like writing is as accurate

<p>progress and plan next steps</p> <p>To improve engagement:</p> <ul style="list-style-type: none"> - differentiated writing tasks to suit special interests - Provided choice in task, tool, and presentation method -scaffolded support (e.g. I write, you write, we both write) -specific checklists and individual daily goals 		<p>and reliable as it can be</p> <ol style="list-style-type: none"> 5. Continue intervention programmes such as STEPS web as short, intensive intervention (more like the Reading Recovery model on fast on/intensive/fast off) 6. Carefully consider specific, targeted interventions for learners with different abilities such as Alpha to Omega, Toe By Toe (designed for students with specific learning disabilities) 7. Consider responsive class structures to maximise accelerated teaching and learning practices e.g. cross grouping in Year 3-5 to target Year 4/5 boys writing group, and across years 6-8
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