ANALYSIS OF VARIANCE 2016

School name: Browns Bay School	**School number:**1237

Focus: Writing

Strategic Aim: To enhance student outcomes for Literacy across the school

Annual Aim:
Full staff development programme will be put in place, with the support of the Community of Learning team, focussing on the development of effective teaching skills.
Withdrawal groups will operate for identified students in Writing if necessary to lift their achievement levels
Targeted students will have specific goals which will be monitored on a regular basis and will have the goal of showing accelerated progress over the year.

Target:

Writing (Boys) Although boys at BBS are achieving significantly above the national cohort of boys there is a concern that particularly in three Year Groups: after 3 Years, Year 4 and Year 5 are under achieving. This group of students in these three Year Groups must be a priority for the school in 2016. This will also assist in lifting the proportion of 'all students' in the 'At/Above' bands for these year cohorts.

Writing More students overall are in the 'Below/Well Below' achievement bands than are in the 'Above' band. Moving a greater proportion of students from the 'At' to the 'Above' achievement bands must be a priority for the school in 2016.

Baseline data:

Writing (Boys) Although boys at BBS are achieving significantly above the national cohort of boys (76.1% compared with 63.5%), there is a concern that particularly in three Year Groups: after 3 Years: 35% (14/40), Year 4: 34.8% (16/46) and Year 5: 34.6% (19/55) are under achieving. This group of 49 students in these three Year Groups show 14% (7/49) as being Well Below and 85% (42 /49) as Below in achieving in relation to the national standard. Raising the achievement level for these cohorts (as Year 4, 5 and 6 boys) must be a priority for the school in 2016. This will also assist in lifting the proportion of 'all students' in the 'At/Above' bands for these year cohorts.

Writing More students overall are in the 'Below/Well Below' achievement bands (17%) than are in the 'Above' band (16%). Moving a greater proportion of students from the 'At' to the 'Above' achievement bands must be yet another priority for the school in 2016.

Actions (what did we do?)

With an aim of **moving as many students as possible from the 'under-achieving' to the 'achieving' bands**, there is a need for teachers:

a) To identify every year 1-6 student at the beginning of 2016 who is in 'below' + 'well below' bands for writing (from 2015 data) and:
    a. Set an achievement target for each student (what curriculum level/sub-level does the student need to reach by the end of 2016?).
    b. Set some learning goals for each student (what specific learning does the student need to do to reach their achievement target?).
    c. Decide on the teaching approaches/actions that the teacher needs to undertake in order to help the students reach their targets/goals.
b) To be very clear about what expectation for each cohort actually looks like for writing and to share these expectations with students as appropriate. This needs to include making reference to the National Standards writing illustrations.
c) To consider different ways of organising their students at the team level so as to attend to addressing the needs of some significant groups of under-achieving students in each team. This could be (for example) by placing each cohort of under-achieving students with teachers who demonstrate effective skills for addressing their needs.
d) To ensure that the actual writing programme/skills taught are appropriate to addressing the needs of under-achieving students.
e) For writing, this might mean teachers inquiring: are my students getting sufficient opportunities to actually write? Are the writing tasks in my classroom 'open enough' for my 'well below' and 'below' students to achieve? Are my writing topics 'inviting enough' for boys? Is a programme that focuses more on genre (structure and language features) rather than basic writing skills/strategies appropriate for under-achievers?
f) To discuss and analyse the progress of these students regularly at the team level.

Our Literacy Development Programme will be supported by the **Community of Learning: Writing (*and Maths)* Action Plan** led by our In-School Teachers

a) Reconnaissance of our present teaching of writing *and maths* pedagogy across all classrooms;
b) Meeting with students, teachers and parents to gauge views and dispositions towards writing;
c) Identify 'good practice' for the teaching of writing *and maths* with staff from each school, and in-school leaders to share this information with the community;
d) Meet as a COL community to agree upon the best possible practice for the teaching of writing and maths;
e) Document this expectation for the COL community;
f) Leaders in each school to form an 'action plan' for the implementation of new strategies for the teaching of writing to our priority learners (and beyond);
g) In-school leaders to critique others' action plans
h) Principals and in-school leaders to use the critique to revise the actions plans;
i) A 'cross school' observation programme to be established with cross school staff to co-ordinate providing exemplar 'models' for exemplary teaching practice in writing and maths
j) Implement the Action Plan

Literacy Development will be enhanced with a:

a) Focus on our effective teaching practices as outlined in the **Pathways to Success: Differentiation /Assessment for Learning / Co-construction.** Staff meetings will have a focus on:
    i.   Review the **Pathways to Success** Vision statements with the staff
    ii.   Review the Effective Teaching Practice of Differentiation and move towards Personalisation
    iii. Consolidate the Assessment for Learning strategies: Feedback and Feed Forward, WALT, Success Criteria, specific data gathering
    iv.   Undertake Professional reading: Clarity in the Classroom – M Absalom, I've Got Something to Say – G Loane , Personalised Learning – A Practical Guide

b) Specific time set aside for professional development: Teacher Only Day, Staff Meetings, Observation release, Team release for planning, Parent Evening and COL Inquiry release.
c) Classroom teachers have a target group of students within their classroom clearly outlined on the "Tracking Planner" alongside the Priority Learners for that class. The target students will be the basis of a 'Teaching as Inquiry' project. This project will be shared and discussed at Team Level during Team Meetings.
d) Teachers assess writing using the e-asttle tool – this will allow for Effect Size measurements.
e) Senior leaders will maintain a Database using excel to monitor the longitudinal progress of students. The data base for writing will record all the assessments taken through the year in writing. This data base will be maintained consistently and used as a whole school monitoring tool.
f) Senior Leaders with Curriculum leaders will meet at the end of the year and analyse the National Standard data for writing. The evaluation will also include a survey by teachers addressing 4 questions. The data and survey results will be analysed with "Next Steps" determined for 2017.
g) The "STEPS" programme that focuses on phonics will continue for specific students in Years 3 to 6.
h) The BYOD for Year 5 and 6 students, and the introduction of GAFE (Google Apps for Education) Years 1 to 6 will support the development of writing with digital tools.
i) Teacher-aides will assist in classrooms by working one-on-one with specific at risk students

---

Outcomes (what happened?)

Writing (Boys) Boys at BBS are achieving significantly above the national cohort of boys (76.1% compared with **63.9%**). The National Standard results for the goals were:

By the End of Year 4:   Above / At: 62.7% (n=37/59)   Below: 37.3% (n=22/59)
Actual Year 4 cohort of students who were below : 14/48 students in 2015 compared to 13/48 in 2016 which is a **slight improvement** by 1 student

By the End of Year 5:   Above / At: 78% (n=39/50)   Below: 22% (n=11/50)
Actual Year 5 cohort of students who were below : 14/41 students in 2015 compared to 7/41 in 2016 which is an **improvement** by 7 students

By the End of Year 6:   Above / At: 73.5% (n=39/53)   Below: 26.4% (n=14/53)
Actual Year 6 cohort of students who were below : 18/50 students in 2015 compared to 14/50 in 2016 which is an **improvement** by 4 students

Writing: In 2016 the percentage of students who were in the 'Below/Well Below' achievement bands (17.6%) equalled those who were in the 'Above' band (17.6/%). In 2015 the result was very similar. Moving a greater proportion of students from the 'At' to the 'Above' achievement bands must be yet another priority for the school in 2017.

	WELL BELOW/ BELOW	ABOVE
After one year	9.7% (n= 11/114)	6.1% (n=7/114)
After two years	10.5% (n=10/95)	9.5% (n=9/95)
After 3 years	23.1% (n=19/82)	19.5% (n=16/82)
By the End of Year 4:	28.4% (n=31/113)	5.3% (n=6/113)
By the End of Year 5:	17% (n=18/106)	32.1% (n=34/106)
By the End of Year 6:	18.2% (n=18/99)	35.4% (n=35/99)
Whole School	**17.6% (n=107/609)**	**17.6% (n=107/609)**

Reasons for the Variance (why did it happen?)
The setting of specific targets by each team of teachers and them using these as targets as a basis for an Inquiry over the year enabled specific intervention to occur. The teams worked on a COACHING template to guide the Inquiry process. The Teaching Inquiry's focused on Writing highlighted the achievement made by the individual target students. In these Inquiry's teachers noted ideas for 2017 such as: - Set high expectations from the start, have writing goals set and in books from Term 1   - Set clear simple goals to track and extend from once achieved, and display these   - Develop more teacher modelling sessions   - Continue to embed differentiated modelling and workshop groups in the instructional program.
Evaluation (where to next?) / Planning for 2017
Continue to identify every year 1-6 student at the beginning of 2017 who are in 'below' + 'well below' bands for writing (from 2016 data) and: - Set an achievement target for each student (what curriculum level/sub-level does the student need to reach by the end of 2017?).   - Set some learning goals for each student (what specific learning does the student need to do to reach their achievement target?).   To be very clear about what expectation for each cohort actually looks like for writing and to share these expectations with students as appropriate. This needs to include making reference to the National Standards writing illustrations. To provide workshops for staff to attend to consider different styles of teaching ways of organising classroom programmes. This could be (for example) by setting up personalised workshops or sharing ideas from Te Whare Rama. To discuss and analyse the progress of these students regularly at the team level.