



Analysis of Variance Reporting 2015 – Pakiri School

School name: Pakiri School	School number: 1074
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Focus: MATHEMATICS																										
Strategic Aim:																										
<p>Strategic Goal 1: Quality, engaging and reflective teaching and learning programmes are based on enhancing knowledge, skills, attitudes and values outlined in the NZ Curriculum and evidenced by progress and achievement in relation to the National Standards.</p> <p>Strategic Goal 2: Maori students engaged in their learning, achieving educational success, with pride in their unique identity, language and culture as Maori and with whānau supporting their children’s learning.</p>																										
Annual Aim:																										
<p>1a) Increase the number of students achieving at or above the National Standard in Mathematics.</p> <p>2a) Increase the number of Māori students achieving at or above the National Standard in Mathematics.</p>																										
Target:																										
<p>Note: 2015 holds 4 known new enrolments with 3 of these transitioning in from other schools.</p> <ul style="list-style-type: none"> ▪ 85% of Maori students will be achieving at or above the standard ▪ Students below or well below standard in 2014 will make forward progress in mathematics of at least one National Standard benchmark 																										
<p>Baseline data end of 2014:</p> <p>Ethnicity</p> <ul style="list-style-type: none"> • 16% of Maori students below or well below the standard in mathematics <p>Gender</p> <ul style="list-style-type: none"> • 0% of girls are well below the standard in mathematics • 28% of boys are below or well below the standard in mathematics <p>Year Level</p> <ul style="list-style-type: none"> • 22% of Year 1-3 students are below the standard in mathematics • 0% of Year 4-8 students are well below the standard in mathematics 	<table border="1"> <thead> <tr> <th>2015</th> <th>Above</th> <th>At</th> <th>Below</th> <th>Well Below</th> </tr> </thead> <tbody> <tr> <td>All Learners Years 1-8</td> <td>32% 5/16</td> <td>44% 7/16</td> <td>18% 3/16</td> <td>6% 1/16</td> </tr> <tr> <td>Māori Years 1-8</td> <td>33% 5/15</td> <td>47% 7/15</td> <td>13% 2/15</td> <td>7% 1/15</td> </tr> <tr> <td>Girls Years 1-8</td> <td>30% 3/10</td> <td>40% 4/10</td> <td>30% 3/10</td> <td>0%</td> </tr> <tr> <td>Boys Years 1-8</td> <td>33% 2/6</td> <td>50% 3/6</td> <td>0%</td> <td>17% 1/6</td> </tr> </tbody> </table>	2015	Above	At	Below	Well Below	All Learners Years 1-8	32% 5/16	44% 7/16	18% 3/16	6% 1/16	Māori Years 1-8	33% 5/15	47% 7/15	13% 2/15	7% 1/15	Girls Years 1-8	30% 3/10	40% 4/10	30% 3/10	0%	Boys Years 1-8	33% 2/6	50% 3/6	0%	17% 1/6
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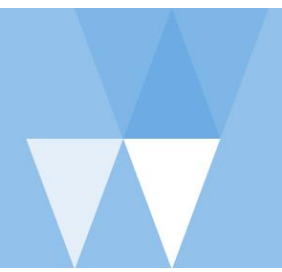
Analysis of Variance Reporting 2015

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Identify learning needs of each individual student and provide the necessary support required to improve progress and achievement.</p> <ul style="list-style-type: none"> Met with teacher more regularly Modelling Book Maths Whizz E-ako (nzmaths) Teacher Aide Timetabling Laminated knowledge cards E-AsTTle (goal setting) 	<ul style="list-style-type: none"> Targeted teaching Purchasing of resources Collaborative planning E-learning support On-going staff dialogue concerning target students 	<ul style="list-style-type: none"> Students at risk were supported in their learning Teacher aide timetabling supported knowledge development of students RTLB intervention for learner who is well below 	<ul style="list-style-type: none"> Provide focussed mathematics support to accelerate 'at risk' learners (Three learners are close to being 'at' so need a boost then on-going maintenance) Consider the most effective way to utilise funding for high learning needs Focus on knowledge to support strategy learning. asTTle largely knowledge, so need to accelerate by moving at least two sub levels
<p>Develop systems to ensure that individual student learning needs can be managed within the classroom context and reviewed each term</p> <ul style="list-style-type: none"> Personalised Timetables Detailed teacher planning ICT / I-pad Group Game Boxes Consolidation activities Problem solving tasks Teacher aide timetabling 	<ul style="list-style-type: none"> Systems allowed for individual / group learning needs to be met through targeted teaching. Teachers were able to focus on assisting students with their learning 	<ul style="list-style-type: none"> On-task students Students aware of their routines, rotation and class resources Little disruption to teachers whilst working with individuals or a group 	<ul style="list-style-type: none"> Continue to monitor systems and the impact they are having on student learning: More in-depth 'Teaching as Inquiry' Explore Daily 5 in relation to Maths. Implement gradually Develop ILPs
<p>Target the 'just at risk group' or 'need a boost' students within the class.</p>	<ul style="list-style-type: none"> All students that needed a 'boost' achieved the National Standard by their anniversary or end of year benchmark. 	<ul style="list-style-type: none"> Consolidation games timetabled with teacher aide Seen regularly by teacher Learners increased 	<p>Continue to target the 'just at risk group' or 'need a boost' students within the class. 1 x Year 3 and 2 x Year 6 in 2016 will require support and monitoring to achieve curriculum</p>



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	<ul style="list-style-type: none"> Students below or well below made forward progress in mathematics of at least one National Standard benchmark 	<p>ownership of their achievement data. A growing understanding of students' knowledge and strategies. (new teacher)</p> <ul style="list-style-type: none"> Focused on gaps from assessment results. 	<p>level as outlined in the New Zealand Curriculum.</p>
<p>More in-depth use mathematics data as part of the inquiry cycle: What do the results tell us? What do we need to do? How will we do it?</p> <ul style="list-style-type: none"> PAT Mathematics GloSS JAM E-AsTTle Modelling Book 	<p>PAT Mathematics, e-AsTTle and GloSS analysed as part of inquiry cycle. Student goals set. Teacher planning changed to meet the needs of the students.</p>	<ul style="list-style-type: none"> Analysis of data Next steps in learning identified 	<p>Continue using the 'Teaching as Inquiry' model</p>
<p>Review of Maori student progress and achievement using data as part of the inquiry cycle.</p>	<p>PAT Mathematics, e-AsTTle and GloSS analysed as part of inquiry cycle. Student goals set. Teacher planning changed to meet the needs of the students.</p>	<ul style="list-style-type: none"> Targeted individual need: learners below the national standard in mathematics and those at risk of not achieving by their anniversary or end of year benchmark. 	<p>Continue review of Maori learner progress and achievement using data as part of the inquiry cycle. All but one learner is Maori.</p>
<p>Monitor and support students that made accelerated progress in 2014.</p>	<p>All students that made accelerated progress at the end of 2014 achieved the National Standard by their anniversary or end of year benchmark in 2015.</p>	<ul style="list-style-type: none"> JAM used by RTLB and new teacher becoming familiar with it. GloSS assessment undertaken as part of the assessment cycle 	<p>'Teaching as Inquiry' Students identified and in the foreground for planning and assessment. Use JAM 'spider' graph to track progress and achievement, including notes, questions and any discussion Continue to grow awareness in</p>



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			learners of their achievement levels and next steps. Make this visible for them and increase their understanding/ownership
Review of equipment and resources to effectively meet mathematics needs	<ul style="list-style-type: none"> Games books bought and used within the mathematics programme Text books bought (updated NZC Mathematics) so that teachers had access to material that supported integrating numeracy across the strands 	<ul style="list-style-type: none"> Consolidated group learning in a fun and interesting way Expose teachers to mathematical opportunities that would allow students to apply their numeracy skills in real life contexts (problem solving) 	<p>Continue to review equipment and resources available to 'at risk' learners to effectively meet their mathematical needs.</p> <p>Source resources to enhance/support learning for those above.</p>
Meet with parents, whānau of target group students around ways to support students' learning	<ul style="list-style-type: none"> Mathematics being undertaken in the home Laminated basic fact cards being used Parents supporting IEP goals but this can fluctuate 	<ul style="list-style-type: none"> Regular dialogue with parents 'How you can help me at home' section included in written reports. IEP meetings Knowledge focus to support strategies Regular use of aSTTle and increasing learner understanding of next steps 	<p>Continue to work with parents, whānau of target students around ways to support students' learning Support and work alongside parents and whanau in developing their child's number knowledge in fun and interesting ways e.g. basic facts, times tables</p>
Continue to attend Mathematics Leadership Community workshop	<ul style="list-style-type: none"> Strengthened student ability to solve problems in a real life context (word problems) New Principal not part of this from April onwards. Attended Maths Conference during the holidays. 	<ul style="list-style-type: none"> Teacher knowledge and skills Individual workshops for learners as required relevant for each child. Resources from PLD 	<p>Continue to use Mathematics Leadership Community workshop notes to support Mathematics teaching and assessment in the school (review school's curriculum)</p> <ul style="list-style-type: none"> Incorporate financial Literacy into planning



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<p>Continue to utilise Maths Buddy to supplement and enhance the teaching of mathematics at school and at home.</p>	<ul style="list-style-type: none"> • Regular reinforcement of class work • Consolidation of learning 	<ul style="list-style-type: none"> • Tailored for students needs / abilities • Introduction of Sumdog gave learners choice and motivation. 	<p>Maths Whizz was trialled with 3 students. There was greater connection between the student and the teacher. Student individual need was tailored around an initial assessment. School to trial in 2015.</p>
<p>Target 'special abilities' within the classroom</p> <ul style="list-style-type: none"> • International Competitions and Assessments for Schools (ICAS): Mathematics 	<ul style="list-style-type: none"> • Exposure to competition maths • 3 children entered: 1 merit 2 participation • Application of numeracy in real life contexts across the strands 	<ul style="list-style-type: none"> • ICAS results lower than expected for a couple of learners but suspect testing process unfamiliar for some 	<p>Continue to target 'special abilities' within the classroom by exploring opportunities that engage, motivate and extend. Problem solving across the strands - using numeracy within real life contexts Explore dual enrolment</p>
<p>Planning for next year:</p> <p>Continue to identify learning needs of each individual student and the support required to improve progress and achievement.</p>			



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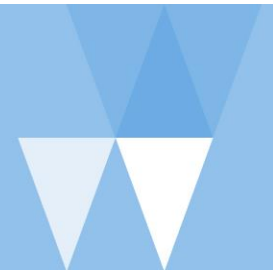
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<p>Baseline data end of 2014:</p> <p>Ethnicity</p> <ul style="list-style-type: none"> • 16% of Maori learners are reading below or well below standard • 0% of Non-Maori learners are reading below standard <p>Gender</p> <ul style="list-style-type: none"> • 0% of girls are reading below standard • 28% of boys are reading below or well below standard <p>Year Level</p> <ul style="list-style-type: none"> • 12% of Year 1-8 students are reading below or well below standard 	<table border="1"> <thead> <tr> <th>2015</th> <th>Above</th> <th>At</th> <th>Below</th> <th>Well Below</th> </tr> </thead> <tbody> <tr> <td>All Learners</td> <td>19%</td> <td>62%</td> <td>13%</td> <td>6%</td> </tr> <tr> <td>Years 1-8</td> <td>3/16</td> <td>10/16</td> <td>2/16</td> <td>1/16</td> </tr> <tr> <td>Māori</td> <td>20%</td> <td>60%</td> <td>13%</td> <td>7%</td> </tr> <tr> <td>Years 1-8</td> <td>3/15</td> <td>9/15</td> <td>2/15</td> <td>1/15</td> </tr> <tr> <td>Girls Years 1-8</td> <td>20%</td> <td>60%</td> <td>20%</td> <td>0%</td> </tr> <tr> <td></td> <td>2/10</td> <td>6/10</td> <td>2/10</td> <td>0/10</td> </tr> <tr> <td>Boys Years 1-8</td> <td>17%</td> <td>66%</td> <td>0%</td> <td>17%</td> </tr> <tr> <td></td> <td>1/6</td> <td>4/6</td> <td>0/6</td> <td>1/6</td> </tr> </tbody> </table>	2015	Above	At	Below	Well Below	All Learners	19%	62%	13%	6%	Years 1-8	3/16	10/16	2/16	1/16	Māori	20%	60%	13%	7%	Years 1-8	3/15	9/15	2/15	1/15	Girls Years 1-8	20%	60%	20%	0%		2/10	6/10	2/10	0/10	Boys Years 1-8	17%	66%	0%	17%		1/6	4/6	0/6	1/6
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Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Identify learning needs of each individual student and provide the necessary support required to improve progress and achievement</p> <ul style="list-style-type: none"> Board of Trustees funded Literacy support teacher all year (one hour per day) Quick 60 Programme Lexia Core 5 Reading Early Words Programme RTLB referrals Use of multiple resource types to ensure variety 	<ul style="list-style-type: none"> Targeted teaching Strengthened student ability to fluently read and spell words in isolation; developed reading fluency, vocabulary and comprehension on connected text; increased phonological awareness; developed writing and spelling strategies; developed comprehension strategies; increased vocabulary) Lexia Core 5 increased skills to develop automaticity and fluency; developed listening and reading comprehension with complex text; increased academic and domain specific vocabulary to improve comprehension for target group Learners trained as Buddy tutors 	<ul style="list-style-type: none"> Students that made accelerated progress were supported in their learning and continued to accelerate Students at risk were supported in their learning Teacher aide hours increased to support the delivery of the Quick 60 Programme. This programme supported both reading and writing progress students had access to a licence for Lexia Core 5 Instant recognition of high frequency words RTLB intervention Peer tutors grew in confidence and those chosen because they were the ones needing support practised strategies regularly 	<p>Continue to use Quick 60, Lexia Core 5 Reading and Early Words Programmes as required (data has shown that these programmes have a positive impact on the learner.</p> <p>Purchase 'Rev Up' Quick 60 resource</p> <p>Teacher aide hours to continue</p> <p>Train new Peer Tutors so that everyone has a role.</p> <p>Ensure that those using Lexia do so more regularly</p> <p>Expand Rev Up to include others.</p> <p>Further develop partnership with whanau, especially concerning target group</p> <p>Implement programmes to encourage/increase reading mileage</p>
<p>Identify reading habits and genre preferences of at risk learners</p>	<ul style="list-style-type: none"> New Principal spent time getting to know learners and understanding what was already in place 	<ul style="list-style-type: none"> Some programme changes were made Rev Up trialled National Library resources used to gauge interest and to motivate 	<p>Involve learners in resource choices prior to purchase</p> <p>Investigate/implement Daily 5 which will grow independence and provide opportunities for choice/self-directed learning</p>



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<p>Interview target group to identify reading habits and genre preferences. Student voice considered in reading topics and genres.</p> <ul style="list-style-type: none"> Reluctant readers interviewed Below standard students interviewed Boys interviewed Library books specific to student interest were purchased 	<ul style="list-style-type: none"> Increased reading mileage Reading at home increased Students sustaining meaning over longer texts Greater engagement during guided reading Sharing of reading choices with peers and encouraging others to read them. Use of home-reading log 	<ul style="list-style-type: none"> Reading habits and genre preferences were identified Interest Motivation Self-confidence increase Library being viewed as a learning environment rather than purely somewhere that houses books 	<p>Interview target group to identify reading habits and genre preferences.</p> <p>Student voice considered in reading topics and genres.</p> <p>Give learners input into spending the \$5000 from Foundation North.</p>
<p>Purchase appropriate gender based material to engage children’s interest</p> <ul style="list-style-type: none"> Books purchased as learners recommended them Application to Foundation North was successful 	<ul style="list-style-type: none"> Increased reading mileage Reading at home increased Students sustaining meaning over longer texts 	<ul style="list-style-type: none"> Engagement Reader interest 	<p>Continue to source appropriate gender based material to engage student interest, with a specific focus on boys.</p> <p>Spend the \$5000 from Foundation North</p> <p>Continue to develop the library environment and systems</p>
<p>More in-depth use of reading data as part of the inquiry cycle: What do the results tell us? What do we need to do? How will we do it?</p>	<p>Running records analysed as part of inquiry cycle. Student goals set. Teacher aide made changes to meet the needs of the learners.</p> <p>Increase understanding by learners of testing processes and what the results are telling us. e.g. asTTle</p>	<p>To target need: learners below the national standard in reading and those at risk of not achieving by their anniversary or end of year benchmark.</p>	<p>Monitor learners transitioning into even year levels e.g. Years 4 and 6.</p> <p>Analysis of running records, PAT reading comprehension, asTTle</p> <p>Goal setting to become a natural and expected progression</p>
<p>Review of Maori, male and Year 1-3 student progress and achievement using data as part of the inquiry cycle.</p>	<p>Running records analysed as part of inquiry cycle. Student goals set. Teacher aide and Literacy support teacher timetable changed to meet the needs of the students.</p>	<p>To target need: learners below the national standard in reading and those at risk of not achieving by their anniversary</p>	<p>Continue a review of male/Maori learner progress and achievement using data as part of the inquiry cycle.</p>



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<p>Develop systems to ensure that individual student learning needs can be managed within the classroom context and reviewed each term</p> <ul style="list-style-type: none"> • Personalised timetables • Teacher planning • Book boxes • Sunshine online • Sunshine Classics (i-pad) • Volunteers come and read with students 	<ul style="list-style-type: none"> • Systems allowed for individual / group learning needs to be met through targeted teaching. • Teachers were able to focus on assisting students with their learning 	<ul style="list-style-type: none"> • On-task learners • Students aware of their routines, rotation and class resources • Little disruption to teachers whilst working with individuals or a group • Growing independence and learning focus • Learners taking responsibility for driving their learning 	<p>Continue to ensure individual learner's needs can be managed within the classroom context by monitoring, reflecting and if appropriate, changing systems (Teaching as Inquiry)</p> <p>Upskill and introduce Daily 5 programme</p> <p>Use digital technology to support/enhance learning</p>
<p>Work with parents, whānau of target group students around ways to support students' learning</p>	<ul style="list-style-type: none"> • Improved reading habits at home • Parents supporting IEP goals • Increased levels of interaction • Reading Together programme 	<ul style="list-style-type: none"> • On-going dialogue with parents • 'How you can help me at home' section included in written reports. • IEP meetings 	<p>Continue to work with parents, whānau of target students around ways to support students' learning.</p> <p>Review Reading Together Programme (Ministry funded for 2015) depending on whanau need</p>
<p>Target 'special abilities' within the classroom</p> <ul style="list-style-type: none"> • E-time Virtual School: Term 1 • International Competitions and Assessments for Schools (ICAS): English 	<ul style="list-style-type: none"> • Teacher planning • Engagement • Provide extension and enrichment within the New Zealand Curriculum • Teacher, parents and students working in partnership • ICAS results participation only 	<ul style="list-style-type: none"> • Teachers supported student learning in an online environment • New learning/high interest • Learners provided with tools and resources for online learning • Motivation to read and research 	<p>International Competitions and Assessments for Schools (ICAS): English</p> <p>Exposure to team and individual activities as they present themselves</p>
<p>Planning for next year:</p> <p>Continue to identify learning needs of each individual student and the support required to improve progress and achievement.</p>			

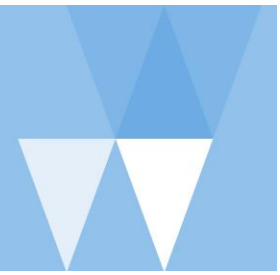


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Focus: WRITING					
Strategic Aim:					
<p>Strategic Goal 1: Quality, engaging and reflective teaching and learning programmes are based on enhancing knowledge, skills, attitudes and values outlined in the NZ Curriculum and evidenced by progress and achievement in relation to the National Standards.</p> <p>Strategic Goal 2: Maori students engaged in their learning, achieving educational success, with pride in their unique identity, language and culture as Maori and with whānau supporting their children’s learning.</p>					
Annual Aim:					
<p>1c) Increase the number of students achieving at or above the National Standard in Writing. 2c) Increase the number of Māori students achieving at or above the National Standard in Writing.</p>					
Target:					
<p>Note: 2015 holds 4 known new enrolments with 3 of these transitioning in from other schools.</p> <ul style="list-style-type: none"> 85% of Maori students will be achieving at or above the standard Students below or well below standard in 2014 will make forward progress in writing of at least one National Standard benchmark 					
Baseline data 2014:					
Ethnicity					
<ul style="list-style-type: none"> 8% of Maori students are writing below or well below standard 					
Gender					
<ul style="list-style-type: none"> 11% of girls are writing below standard 28% of boys are writing below standard 					
Year Level					
<ul style="list-style-type: none"> 19% of Year 1-8 students are writing below or well below standard 					
	2015	Above	At	Below	Well Below
All Learners Years 1-8	19%	67%	17%	17%	17%
	3/16	11/16	1/16	1/16	
Māori Years 1-8	20%	73%	0%	7%	7%
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Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Identify learning needs of each individual student and provide the necessary support required to improve progress and achievement.</p> <ul style="list-style-type: none"> • Analysis of Writing Samples • Individual Conferencing • Goal Setting 	<ul style="list-style-type: none"> • Writers elaborating on ideas • Students producing coherent writing • Increased use of precise words when writing • Improved sentence structure – lengths, sentence starters • Desire to write evident 	<ul style="list-style-type: none"> • Deliberate acts of teaching • Teacher modelling • Use of exemplars / cameos • Coverage of genre and individual learning needs • Writing seen as a priority and completed most days • Creativity encouraged 	<p>Punctuation and spelling focus</p> <p>Provide focussed literacy support to accelerate ‘at risk’ learners. (Two Year 6 and 1 Year 3)</p> <p>Continued modelling and use of exemplars so that learners know what their writing should look like</p> <p>Ensure that those receiving additional support write every day.</p> <p>Encourage a love for and desire to write. Moderate with another school</p>
<p>Use writing data as part of the inquiry cycle: What do the results tell us? What do we need to do? How will we do it?</p>	<ul style="list-style-type: none"> • Writing samples analysed as part of inquiry cycle. • Learner goals set. 	<p>Target need: learners below the national standard in writing and those at risk of not achieving by their anniversary or end of year benchmark.</p>	<p>Monitor learners transitioning into year levels 2 and 6.</p> <p>Analysis of writing samples</p> <p>Writing moderation with other schools</p>
<p>Review of male and Maori student progress and achievement using data as part of the inquiry cycle.</p> <ul style="list-style-type: none"> • Analysis of writing samples (e-asTTle) 	<p>Writing samples analysed as part of inquiry cycle.</p> <p>Learner goals set. Teacher aide support adapted to meet the needs of the learners.</p>	<p>To target need: students below the national standard in writing and those at risk of not achieving by their anniversary</p>	<p>Continue to review male/Maori learner progress and achievement using data as part of the inquiry cycle.</p> <p>Explore types of writing that ‘light their fire’. More learner voice.</p>
<p>Work with parents, whānau of target group students around ways to support students’ learning.</p> <ul style="list-style-type: none"> • 3 Way Conferences • Individual Educational Plans • How can you help me at home 	<ul style="list-style-type: none"> • Improved reading habits at home (reading and writing are closely linked – success in one leads to success in the other • Parents supporting IEP goals but this can fluctuate 	<ul style="list-style-type: none"> • On-going dialogue with parents • ‘How you can help me at home’ section included in written reports. • IEP meetings 	<p>Continue to work with parents, whānau of target learners around ways to support their learning.</p> <p>Reading and writing are closely linked: Reading Together programme revisited</p>



Analysis of Variance Reporting 2015 – Pakiri School

<p>Develop systems to ensure that individual student learning needs can be managed within the classroom context and reviewed each term</p> <ul style="list-style-type: none"> • Picture Prompts • Free Choice Writing • Peer Sharing/Conferencing/ Buddy Editing • Personalised Timetables • Integrating writing with ICT 	<ul style="list-style-type: none"> • Systems allowed for individual / group learning needs to be met through targeted teaching. • Teachers were able to focus on assisting students with their learning • Good reflections and changes made 	<ul style="list-style-type: none"> • On-task learners • Students aware of their routines, rotation and class resources • Little disruption to teachers whilst working with individuals or a group • Change and variety • Increasing responsibility by individuals for driving their learning 	<p>Continue to ensure individual learner needs can be managed within the classroom context by monitoring, reflecting and if needed, changing systems.</p> <p>Introduce 'Growth Mindset' learning</p> <p>Further develop the understanding that we write for a purpose and audience</p>
<p>Provide focussed literacy support to accelerate 'at risk' students</p> <ul style="list-style-type: none"> • Literacy Support Teacher • Teacher aide timetabling 	<ul style="list-style-type: none"> • Implemented Quick 60 Programme 	<ul style="list-style-type: none"> • All year 3 learners are achieving at or above the National Standard in writing • Quick 60 Programme improved spelling • Student well below made forward progress in writing alongside reading. 	<p>Continue to provide focussed literacy support to accelerate 'at risk' students</p>
<p>Continue to explore avenues to increase moderation accuracy</p>	<ul style="list-style-type: none"> • Moderation using asTTle and National Standard exemplars 	<ul style="list-style-type: none"> • New teacher developing networks with other local schools 	<p>Writing moderation with other schools (Continue to explore avenues to increase moderation accuracy)</p>
<p>Continue to utilise asTTle as a diagnostic tool, using achievement data to inform next steps</p>	<ul style="list-style-type: none"> • Baseline data • Showed area of need • Exposure to formal assessment 	<ul style="list-style-type: none"> • More accurate information (supported with moderation) • Able to compare National levels 	<p>Continue to utilise e-asTTle as a diagnostic tool, using achievement data to inform next steps</p> <p>Increase learner awareness of actual achievement levels and 'where to next?'</p>

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<p>Focus on writing topics and reading material of particular interest to boys.</p> <ul style="list-style-type: none"> • Creative Writing • Free Choice Writing • Setting time limits • Digital prompts 	<ul style="list-style-type: none"> • Writing attitude and motivation improvement • Students selected ideas and vocabulary to interest the reader 	<ul style="list-style-type: none"> • Positive attitude • Focussed writers • Needs and interests of the class were met • Allowed creativity 	<p>Planning to involve and reflect an element of student voice.</p> <p>Include learners in the planning of writing.</p> <p>Share Literacy Learning Progressions with learners</p>
<p>Student voice considered in writing topics and genres.</p>	<ul style="list-style-type: none"> • Writing attitude and motivation evident • Learners exposed to a variety of resources to increase enthusiasm towards writing 	<ul style="list-style-type: none"> • Increased motivation and engagement • Tasks completed with thought and care 	<p>Planning to involve and reflect an element of student voice.</p>
<p>Target 'special abilities' within the classroom</p> <ul style="list-style-type: none"> • E-time Virtual School: Term1 • Competitions entered 	<ul style="list-style-type: none"> • Teacher planning • Engagement • Provide extension and enrichment within the New Zealand Curriculum • Teacher, parents and students working in partnership 	<ul style="list-style-type: none"> • Teachers supported student learning in an online environment • New learning/high interest • Learners provided with tools and resources for online learning 	<p>Enter writing competitions</p> <p>Encourage leadership with new website development and use</p> <p>ICAS writing where appropriate</p>
<p>Planning for next year:</p> <p>Continue to identify learning needs of each individual student and the support required to improve progress and achievement.</p>			