

Analysis of Variance Reporting 2018



School Name:	Kaitaia Intermediate School	School Number:	1025
Kaitaia Intermediate School School Target 2018 Focus:	To strengthen teaching practice through enquiry to enable accelerated student learning		
STRATEGIC DIRECTIONS 2018 Writing	<p>Link to strategic Direction 2018 Charter: Strategic Aim Four: Teacher Effectiveness</p> <p>Students, Teachers, Parents, Community:</p> <p>Kaitaia Intermediate School strives to maintain quality teaching and learning for all, with staff:</p> <ul style="list-style-type: none"> • who are self-motivated • who collaborate with others to develop their own teacher knowledge • and are actively engaged in the Teacher Inquiry Cycle <p>in order to impact positively on all learner's achievement and progress.</p> <p>Effective teachers engage students in appropriate, meaningful tasks based on shared formative assessment information which challenges learners to achieve high expectations for themselves. They use up-to-date research and evidence-based practice to model and inform their teaching practice.</p> <p>Students are engaged in their learning journey through; student voice and agency, the learning process, assessment for learning, and self-regulation.</p>		
Annual Goal: 2018	<p>Link to Annual Goals: Goal Four: Teacher Effectiveness</p> <p>To continue to develop confident teachers:</p> <ul style="list-style-type: none"> • With strong curriculum content knowledge and pedagogy; who use and share assessment effectively with each other and students to inform and improve teaching and learning 		

- Who design quality learning tasks, involving student input into the planning and leading of learning experiences, that challenge and engage all students appropriately, and provide students with opportunities to use different approaches to demonstrate their learning and progress (e.g. oral or written work, assistive technology)
- Who are reflective about their teaching and analyses the impact their teaching has made on students learning
- Who actively seek and reflect on student voice/ feedback from learners to improve their:
 - teaching practice
 - learning experiences
 - student’s experience of their interactions with their teachers
- Who collaborate with each other and the local community, and the Community of Learning, through learning focused partnerships, to research, share, and explore ideas and knowledge that improves their teaching and student learning

Target: 2018

Accelerate progress and raise achievement levels of all year 7 and 8 students ‘below’ expectations in writing by more than 18 months of progress.

Baseline Data: 2018

Kaitiāia Intermediate School student achievement information for 2016, 2017 and 2018 shows writing to be a continuing issue of underachievement for the students and the school.

Students	All		Maori		Boys		Girls		Year 7		Year 8	
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
Writing	60.2%	67.9%	58.9%	66.9%	58.9%	55.1%	73%	80.6%	72.2%	82.5	48.5%	53.5%

Our early 2018 writing data shows that 29 students are ‘below’ expectation in writing from a cold explanation piece of writing.

Of those 29 students, Ten (10) year 7 boys and Four (4) year 8 boys are ‘Below’ curriculum expectations; nine (9) year 7 girls and six (6) Year 8 girls are ‘Below’ curriculum expectation.

While early in the term and we are getting to know our new cohort of year 7 learners, from 2017 data we had 26 students below curriculum expectations in writing, 12 boys and 14 girls (who are year 8 students in 2018). These students will be our target group, along with a cohort of year 7 students once we have finalised our analysis of our beginning of the year data.

Actions <i>What did we do?</i> <i>How effective was it?</i> <i>How do we know?</i>	Outcomes <i>What happened?</i> <i>What has been the rate of impact?</i> <i>How much difference are we making?</i> <i>Data evidence of shift in relation to time and age?</i>	Analysis <i>Reasons for the variance</i> <i>Why did it happen?</i> <i>What is working?</i> <i>How do we know?</i> <i>What is the evidence?</i>	Evaluation <i>Where to next?</i> <i>What have we learnt that we can use next year?</i> <i>What information about this needs to be passed on to the following years teacher so that it can be continued at transition?</i>
<p>Actions: Writing artefacts from across the curriculum have been moderated to arrive at our overall teacher judgements. We used schoolwide e-asTTle assessment information as a key piece of data to inform our OTJs. After cold writing sample focussed on 'explanation' had been moderated and the data was reviewed, teachers formed their target groups. Teachers were asked to develop a clear focus on the children's writing journey with accelerated progress in mind.</p> <p>The charter targets were set in term one.</p> <p>Each class identified target students in Writing</p> <p>Student progress was tracked and monitored closely by teachers</p> <p>Following are the successful initiatives noted.</p> <ul style="list-style-type: none"> School signed up to ALL. A lead teacher was assigned to Lead ALL with staff and lead Literacy inquiry across the school. All teachers had an inquiry focussed on raising literacy for an identified target group Teachers focussed on using evidence-based practices to accelerate learning for students 	<p>Pieces of writing were moderated on a regular time frame.</p> <p>Children became more comfortable sharing their writing and giving shared positive feedback. Building trust and relationships.</p> <p>Children became more aware of the purpose of their writing and the intended audience for their writing and began writing purposely for those audiences</p> <ul style="list-style-type: none"> Writing was shared with parents via google in some classrooms, in the school newsletter and school magazine. <p>The rate of growth was greater when children attended intervention/ support programmes alongside their normal writing programme.</p> <p>We believe that target group children have begun to make connections between reading and writing by applying reading strategies to their writing, but this needs to be tested. For our lowest level writers vocab extension has been very important and seems to be impacting on reading and writing</p> <p>Front loading and double dosing of teaching with target groups grew students confidence to participate in class teaching sessions and contributing in group work.</p>	<p>Contributing factors to the children either achieving or closing the gap.</p> <p>Free writing times given on a regular basis. (Jeff Anderson. Power writing)</p> <p>Extensive and targeted vocabulary enrichment opportunities.</p> <p>Sentence combining. Constructing more complex sophisticated, sentences.</p> <p>Target groups engaged in pre-writing to help them generate and organise ideas.</p> <p>Teachers are beginning to analyse their results in more depth. This allows a greater ability to identify specific learning needs.</p> <p>Student agency- particularly articulating the reading goal.</p> <p>Chrome books a real asset in supporting reading programmes</p> <p>There are a number of assumptions that can be made around the data:</p> <ul style="list-style-type: none"> There is a significant variance in the OTJ data and asTTle assessment tool data in terms of numbers of children who are perceived to be well below, below, at, and above the national standards and well below, below, at, and above curriculum expectations as indicated by the asTTle assessment tool. 	<p>More efficient and effective processes to track all students especially the well below, below and above expectation students especially our Māori students on a term by term basis and across the two years to ensure we are all monitoring progress and responding to student learning needs is a critical next step.</p> <p>Evaluating the intervention teaching programmes for our low achieving students and the intervention programmes to evaluate their effectiveness is also a critical next step, Teaching practises need to be consistent across the school</p> <p>Tracking and monitoring student progress in intervention programmes is currently rudimentary. Raising the level of robustness of monitoring, and evaluation of the effectiveness of intervention programmes is an essential next step.</p> <p>Students whose learning is below expected curriculum levels for their age will be identified. The names numbers and needs of learners at underachieving will be recorded, intervention programmes assigned and close monitoring and tracking of these students will be implemented to evaluate, review and adapt intervention strategies to meet learners needs.</p>

<ul style="list-style-type: none"> Professional readings on acceleration were introduced to teachers. Teachers attempted to put these practices in place Teachers continued to attempt to make visible using learning intentions and success criteria some children could talk about their learning goals; where they were at in their learning; and could talk about the strategies they needed to improve on. Deliberate teaching of the writing strategies through the use of historic teacher learning involving Sheena Cameron and Alison Davies writing strategies – using teacher knowledge of Literacy learning progressions to identify learning intentions gave us an understanding of the expectations in order to reach or achieve our targets. Teaching and learning programmes attempted to reflected the needs of target writing groups Teachers inquires monitored the progress of target group students. Once a term whole staff got together to report on ongoing progress. Where progress was identified a celebration occurred. Teachers sought to understand what was working for children <ul style="list-style-type: none"> Building trust Strengthening relationships Using” Effective Literacy Practice “(ELP) both years 1-4 and years 5-8 to support pedagogical practices. 	<p>Our matched school wide Curriculum expectations for their age and years at school OTJ data in writing has shown that:</p> <ul style="list-style-type: none"> of the 131 children well below the curriculum expectations for their age and years at school at the beginning of 2018, 60 students have moved to either below or at the standard – a 48% shift of the 79 children who below the curriculum expectations for their age and years at school 49 students have moved to ‘at’ curriculum expectation for their age and years at school -a 62% shift of the 31 students ‘at’ the Curriculum expectations for their age and years at school at the beginning of the year numbers have risen by 1 a 3% shift We had no students ‘above’ expectations at the beginning of 2018, according to our achievement data gathered at the beginning of the year. This was a shock as we had quite a number of year 7 students above expectations at the end of 2017. <p>Our assessment process changed at the beginning of 2018 for writing. Instead of using recount as the genre for assessment we went to ‘explanation’ writing. The results were very low. It was clear that students had received limited experience with writing other than recount, with which they were confident.</p> <p>This has been an interesting discovery and the assessment results reflect a lack of either experience of confidence</p>	<ul style="list-style-type: none"> This indicates that more work on moderation and triangulation is required, along with a review of our assessment practices to be able to have confidence the reliability of our data and being able to identify students in need of support and extension. Having said that there are some very positive trends in the progress and achievement information. Significant positive shift is apparent in both the tool and OTJ data. In the matched assessment tool data of the 202 students 33 students 16% made average progress over the year, 83 students (41%) made accelerated progress i.e. 116 students (57%) made average or better progress across the year; however, 86 students (43%) made less and in some cases a lot less than average progress across that year. In the OTJ data of 196 students in the matched data 104 (53%) demonstrated accelerated learning moving up achievement levels; whereas 92 (47%) remained within their achievement level Accelerated progress and achievement has been achieved for a large number of students While this is largely good news it is a concern that so many students are proving hard to shift. 	<p>Maori learners who are underachieving will be tracked, monitored and responded to quickly as their needs become apparent.</p> <p>The most pressing need is to gather student voice from our most talented students to understand why they have been underachieving in the past. We then need to respond to their learning needs to enable accelerated learning from these highly capable students. Identifying and putting into place programmes that enable these students to shine is a critical task for 2018</p> <p>Developing new teaching practices including group work for writing, providing effective scaffolds and exemplars is essential. Unpacking exemplars so that learners know what good looks like is also important and essential teaching practice. Evaluating our assessment practices around writing is essential, too as the prompts being used for writing assessment may not be culturally responsive and therefore creates a problematic context for testing.</p> <p>Have an appraisal goal formed on a writing inquiry will be a focus for all teaching staff; ALL focussed on writing may also support teachers develop their confidence skills and PCK around writing.</p> <p>Evaluating using a different Genre is also important. Our learners need writing contexts that they can get interested in. writing recounts for every assessment is inappropriate.</p> <p>Return to the assessment being transactional writing allowing writing</p>
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<ol style="list-style-type: none"> 1. Teachers identified which students need priority support – targeted instruction to accelerate progress 2. Twice-a-term monitoring meetings to discuss progress of target students were set up 3. Student voice was considered in writing topics 4. Moderation process continued throughout the year 5. Many teachers worked with parents and families around ways to support students learning so that parents are more confident in helping their children and communication with teachers, and teachers gain a better understanding of their students and use this knowledge to personalise their teaching programmes. 6. Analysing and reflect on end of year data to inform progress and planning for 2018 <p>The following were some of the initiatives used.</p> <ul style="list-style-type: none"> • The writing process was made explicit. Where is the under achiever in this process? How can we develop a plan from this? • Collaborative writing. Children chose partners –planned, drafted, revised and edited together • They then chose how to publish. This was shared as a class. • ICT was used in most classes as a tool.eg. Literacy Shed. Pobble 365. • For the under achievers, chrome books were used as word processors. This gave instructional support. 	<p>in writing for multiple purposes and different audiences.</p> <p>When we look at the matched e-asTTle tool assessment data we find that there are some differences to the OTJ data. Our e-asTTle writing matched data had a data set of 199 students. The findings are as follows:</p> <ul style="list-style-type: none"> • Of the 158 students well below curriculum expectations at the beginning of the year, 123 (78%) are Māori • Of the 158 students 'well below' at the beginning of the year 23 (15%) students showed accelerated learning moving to 'below' the curriculum expectations for their age and years at school and; 20 (87%) of whom are Māori • 10 students (6%) showed accelerated learning to move from Well below to at curriculum expectation; 4 (40%) of whom are Māori • And 1 student (Māori) (1%) demonstrated accelerated learning and shifted from Well below to above curriculum expectation • Of the 29 students 'Below' curriculum expectations at the beginning of the year, 22 are Māori (76%) • Of the 29 students who were below curriculum expectation at the beginning of the year, 8 (28%) made accelerated progress to be 'at' expectation at the end of 2018. 6 (75%) of these were Māori. • However, 13 (45%) students didn't make average progress and slipped 	<ul style="list-style-type: none"> • Our collective understanding about the factors which are creating the barriers to learning need to be explored more deeply. Some themes that are coming through from our PB4L data are: <ul style="list-style-type: none"> ○ Absenteeism ○ Lateness ○ Bunking <p>With absenteeism being a significant factor for some children in 2017.</p> <p>There is further investigation and reflection required to understand the causal factors for both accelerated achievement and the lack of progress for those who have demonstrated less than average progress.</p> <p>An encouraging aspect of our data is that 62 of the 98 students (63%) below or well below curriculum expectations have demonstrated accelerated learning. 18 students demonstrated better than average progress with 4 of these student demonstrating just under 2 years worth of learning growth.</p> <p>However, 18 (18%) students demonstrated less than average progress in 2017. Of those 12 were year 8 students who have moved on to High School. 6 of these students we have back again in 2018.</p> <p>Of the 49 students At curriculum expectation at the beginning of 2017, 27 made less than expected progress. This is of great concern as these students should have made at least average progress to stay at expectation. This needs further unpacking as a staff to inquire into the specific achievement of</p>	<p>across the curriculum becomes a focus once again.</p> <p>A greater use of the Literacy Progressions in order to fully understand the "Where to Next?"</p> <p>Accelerated Literacy Learning focussed on strengthening and accelerating writing across each syndicate and the school.</p>
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<ul style="list-style-type: none"> Use of modelling using Cameos of quality writing. This provided students with the opportunities to read, analyse and emulate good models of writing. (Teachers used Gail Loane, Gay Byers, Sheena Cameron's Models plus others. 	<p>back to well below expectation; 11 (86%) of whom were Māori</p> <ul style="list-style-type: none"> 8 (28%) of students remained below expectation, 5 (63%) of whom are Māori. No students made accelerated progress to move from below expectation to above curriculum expectation Of the 10 students 'At' curriculum expectation at the beginning of the year 6 (60%) are Māori, 3 (30%) are NZ European, 1 (10%) is of 'other' decent. Of the 10 students 'at' curriculum expectation at the beginning of the year, 3 (30%) did not make average progress and were Well below expectation at the end of the year; all of whom were Māori Of the 10 students 'at' expectation at the beginning of the year 1 (10%) did not make average progress and were 'below' expectations at the end of the year. This student was Māori 4 (40%) students remained 'at' expectation but one (1) of those students made less than average progress. 2 of these were Māori. 2 (20%) students demonstrated better than average or accelerated progress to shift to 'above' curriculum expectation. Of the 2 students who were above curriculum expectation at the beginning of the year, 1 was Māori Of these 2 students, both made less than average progress and were well below expectation in the end of year assessment. 	<p>these students and triangulate this data with our OTJ data.</p> <p>Of much greater concern, however, is the 41 students out of 55 (78%) students who were achieving above curriculum expectations at the beginning of the year who have made less than average progress over the year. 36 (65%) of these students have demonstrated an extremely concerning lack of progress. These students, arguably should be the students who have the capacity for the greatest levels of achievement and the greatest rates of progress. This requires in-depth reflection and a major shift in the classroom programming to enable these, our most promising students, the ability to really shine in their learning. Only 29 out of 55 (52%) maintained their achievement level above curriculum expectation. 15 of the 29 (52%), while maintaining their Above expectation level, showed below or well below average progress for the year. Only 14 out of the 29 (48%) showed average or above average progress for the year</p>	
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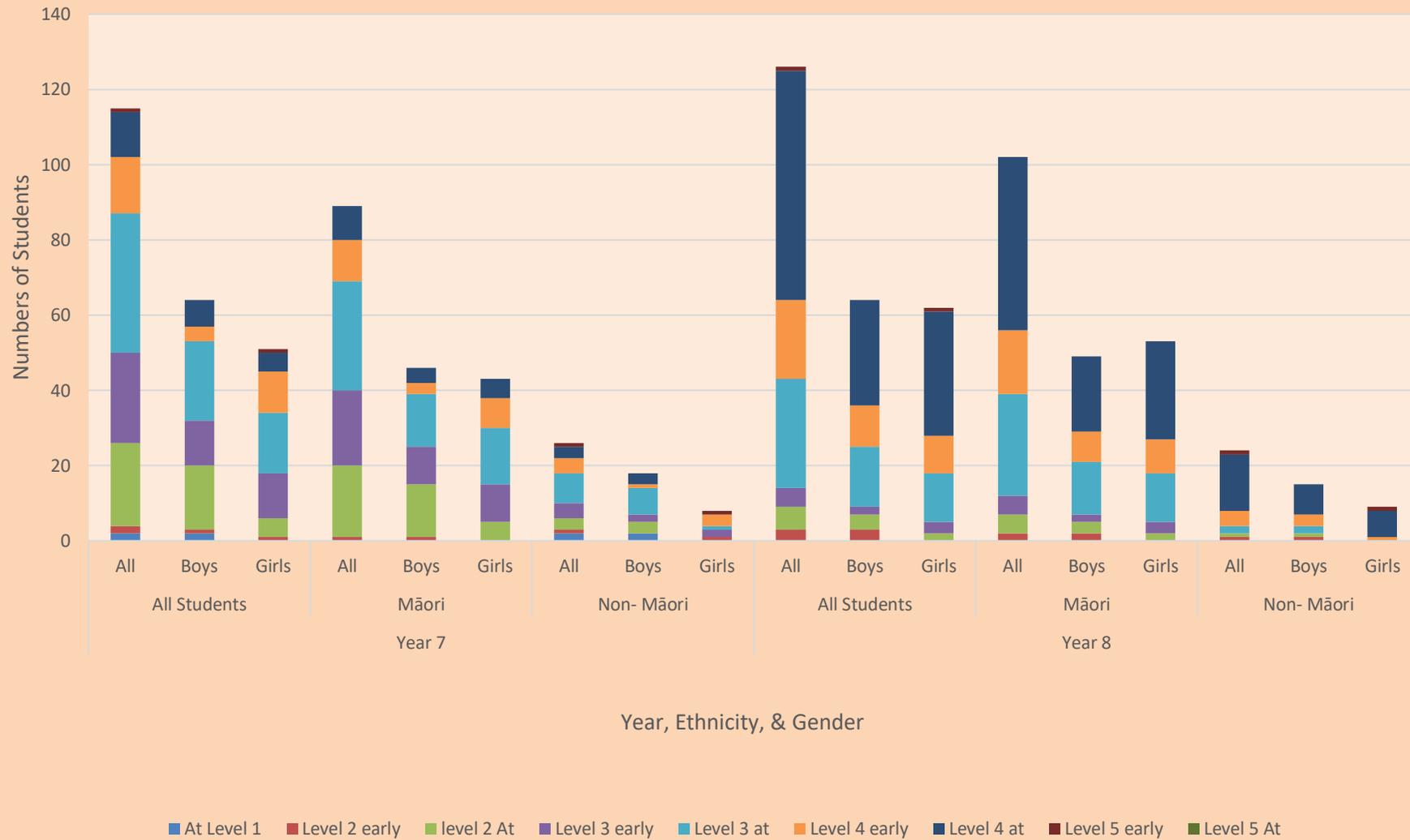
Planning for next year:

The board has reviewed the strategic and annual plan and has set new targets in place for 2019. Please see the 2019 Charter document for 2019

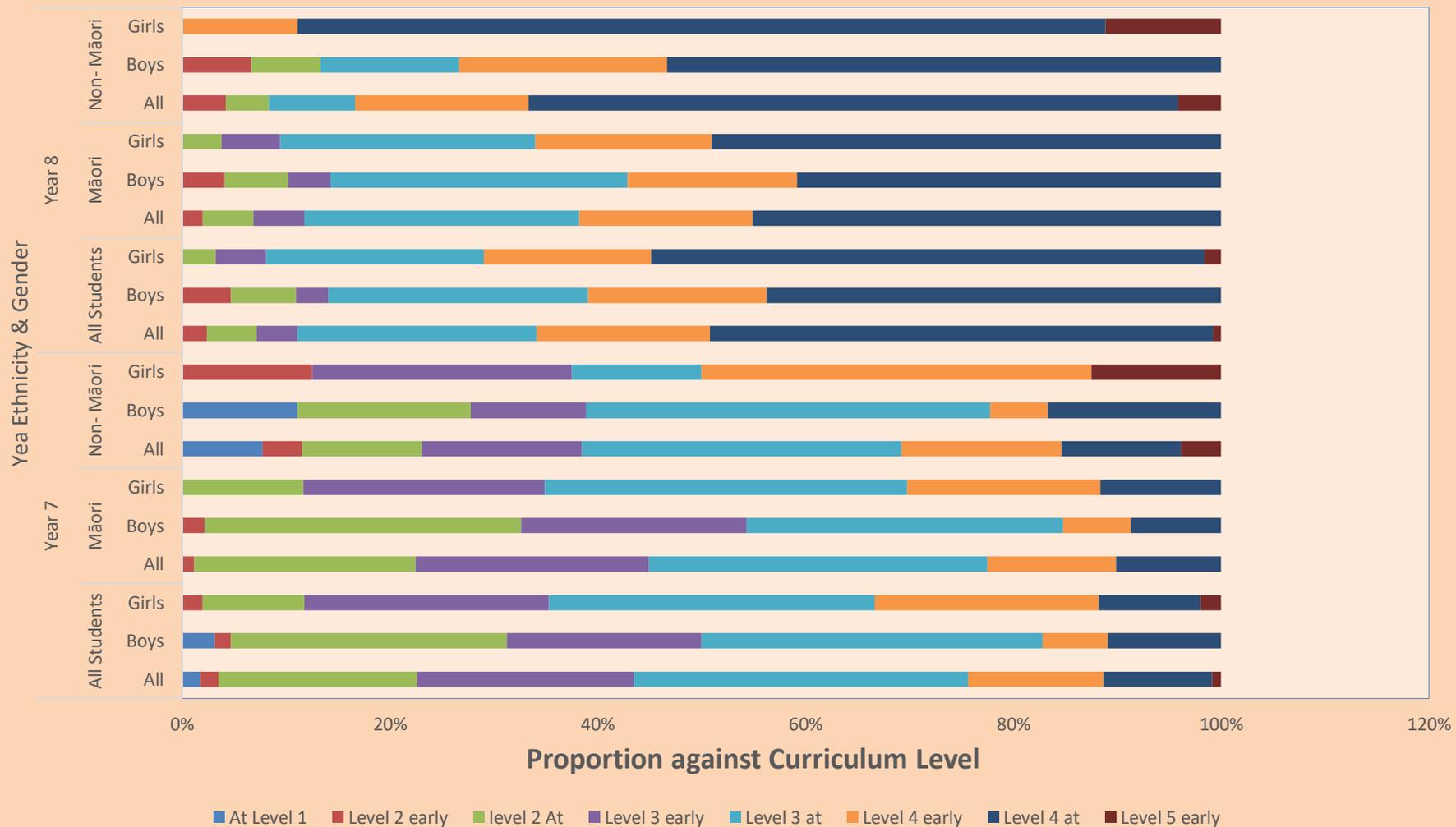
Overall Teacher Judgement Data Analysis: Writing

	All Students		All Māori		non-Māori		Male		Female		Year 7		year 8	
	Number of students	percentage												
WB	93	39%	79	41%	14	28%	57	45%	36	32%	50	43%	43	34%
B	58	24%	46	24%	12	24%	32	25%	26	23%	37	32%	21	17%
AT	89	37%	66	35%	23	46%	39	30%	50	44%	27	23%	62	49%
AB	1	0%	0	0%	1	2%	0	0%	1	1%	1	1%	0	0%
total	241	100%	191	100%	50	100%	128	100%	113	100%	115	100%	126	100%

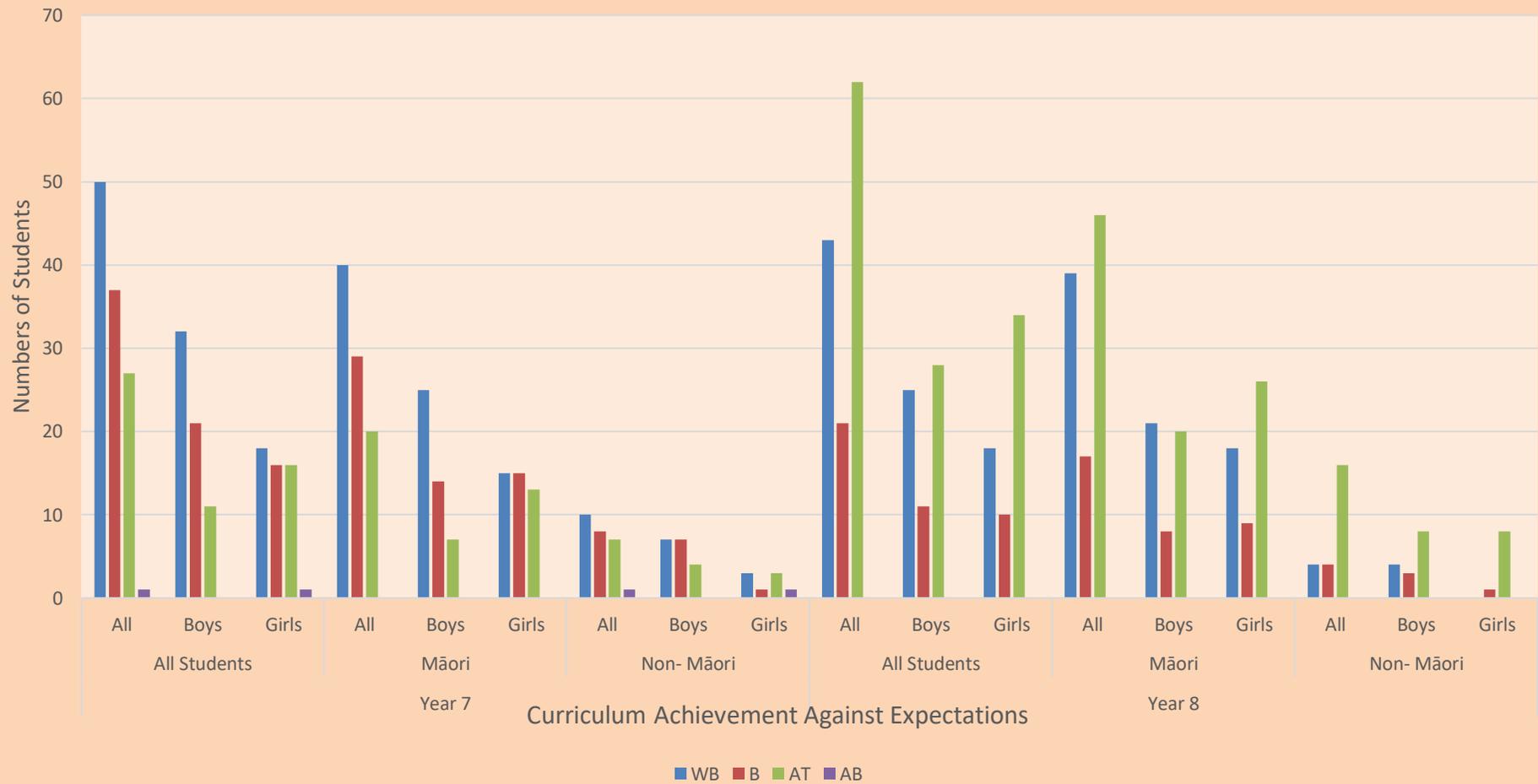
Writing Curriculum Achievement Levels OTJ 2018



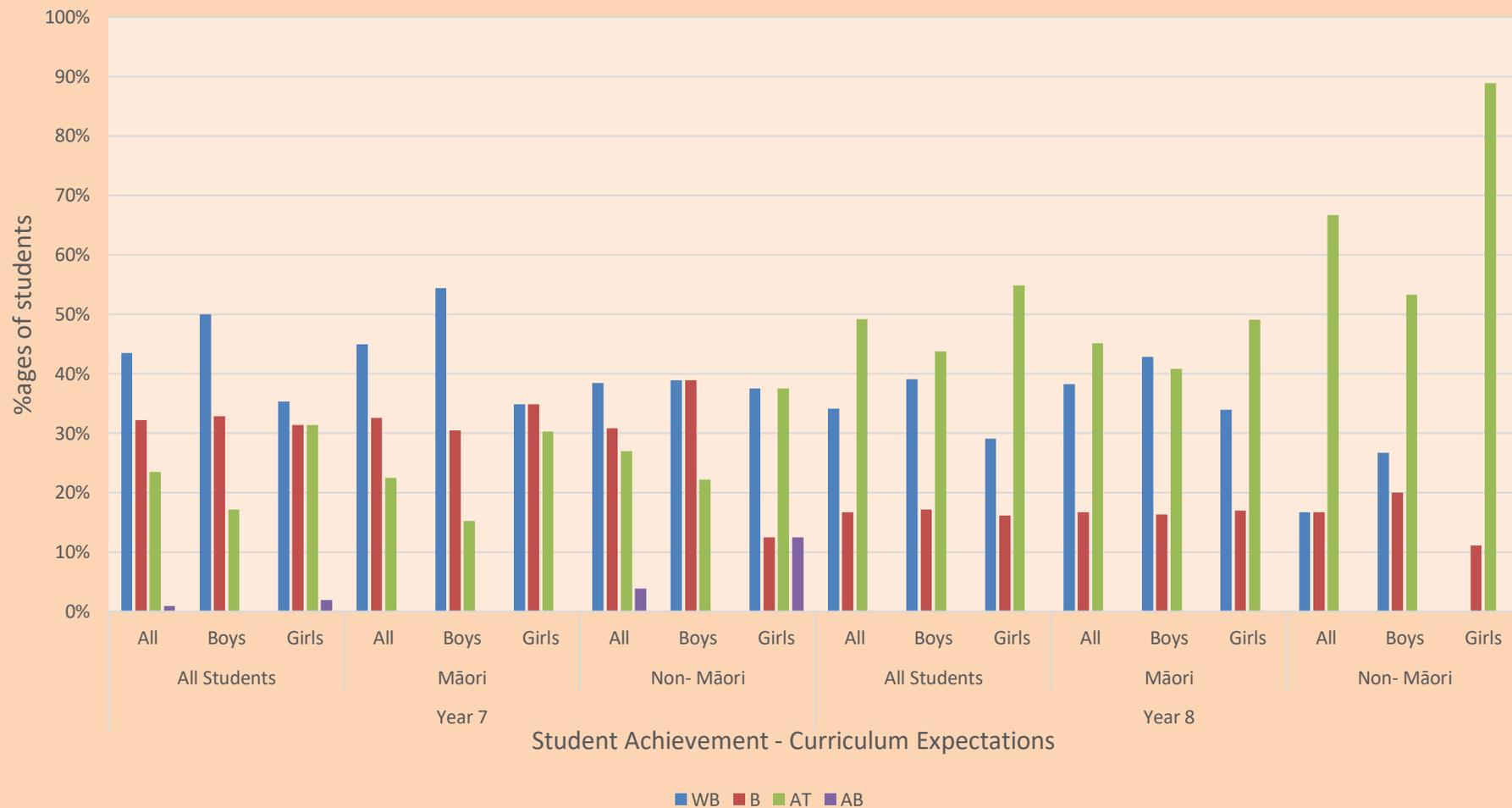
Writing Curriculum Achievement %age OTJ



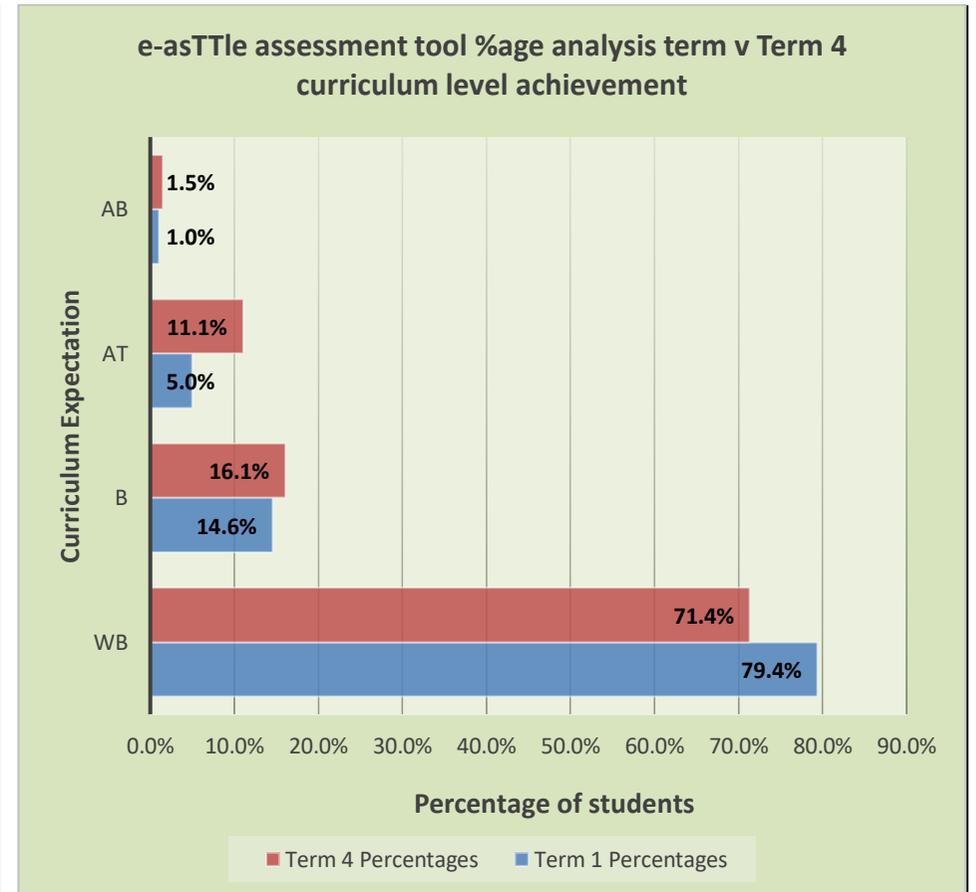
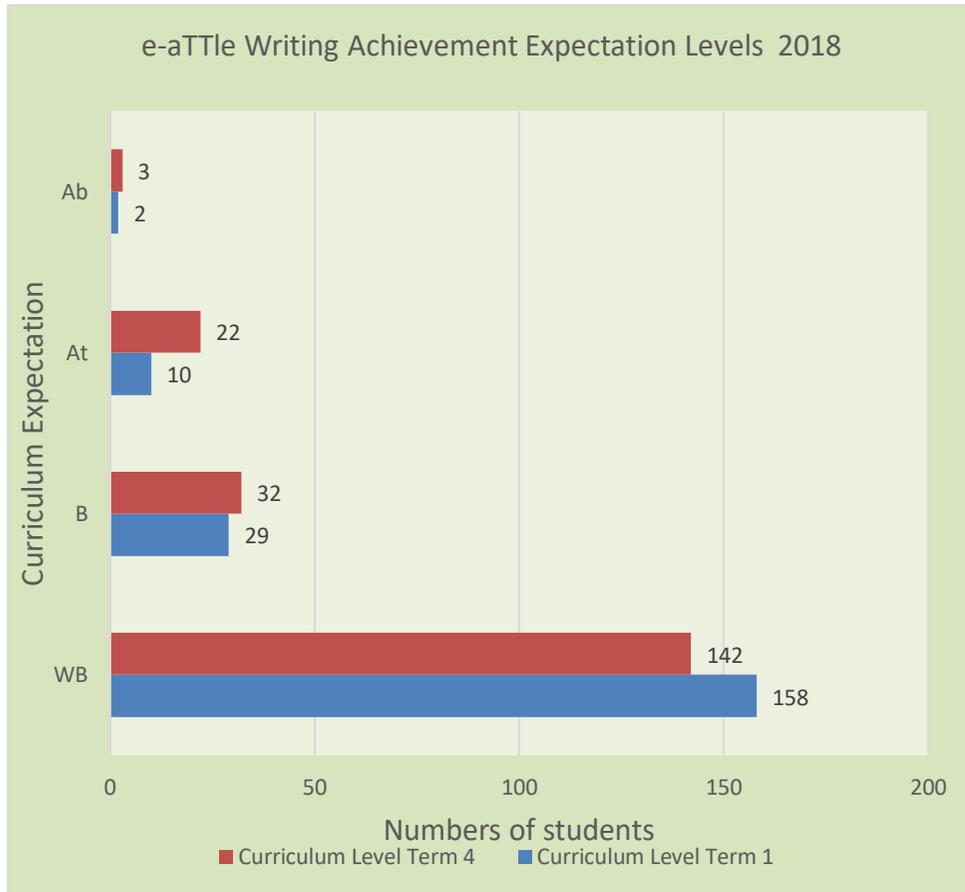
Year 7 and 8 achievement OTJ Assessment Writing Against NZ Curriculum Expectations



Writing Curriculum Achievement Level %ages - OTJ 2018



e-asTTle Tool data analysis: Analysis of whole school writing data



Year 7 and 8 achievement OTJ Assessment Writing Against NZ Curriculum Expectations

