

WOODLANDS PARK SCHOOL

Analysis of Variance for the year ended 31 December 2018

Strategic Goal: Challenging curriculum goals to raise student achievement in reading, writing and mathematics such that all children are able to access The New Zealand Curriculum.

Reading:

1. *Ninety percent or more of children at WPS will achieve at or above their chronological reading age. ✓*
2. *Year 1 students for 2017 will show accelerated progress to achieve their chronological reading age by the end of Year 2 (2018). ✓*

Writing:

1. *Ninety percent of children at WPS will achieve at or above expected curriculum levels. ✓*

Mathematics:

1. *Ninety percent or more of children at WPS will achieve or at expected curriculum levels. ✓*

Long term targets 2015-2019:

Woodlands Park School learners will continue to exceed national averages for schools' achievement against National Standards for Reading, Writing and Mathematics (R: 77.9%, W: 70.6%, M:74.6% Public Achievement Information, 2013).

The achievement of WPS will reflect or exceed government targets for achievement against the National Standards for Reading, Writing and Mathematics (85% as at 2015).

Reading

Summary of school wide results

2018 Targets:

1. *Ninety percent or more of children at WPS will achieve at or above their chronological reading age.* ✓
2. *Year 1 students for 2017 will show accelerated progress to achieve their chronological reading age by the end of Year 2 (2018).* ✓

Outcome
<p>2018 = Achieved</p> <p>Chronological reading age or more for 2018 = 92%</p> <p>Year 2 (identified in Year 1 2017 = 38 students 56%)...2018 = 14 students 19%</p>

Analysis												
<p>Deeper analysis of this result by year group revealed:</p> <p style="text-align: center;">Percentage of students achieving at or above in Reading for 2018 by year group</p> <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">End Year 1</th> <th style="padding: 5px;">End Year 2</th> <th style="padding: 5px;">End Year 3</th> <th style="padding: 5px;">End Year 4</th> <th style="padding: 5px;">End Year 5</th> <th style="padding: 5px;">End Year 6</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px; background-color: #d9e1f2;">96%</td> <td style="padding: 5px; background-color: #d9e1f2;">81%</td> <td style="padding: 5px; background-color: #d9e1f2;">95%</td> <td style="padding: 5px; background-color: #d9e1f2;">90%</td> <td style="padding: 5px; background-color: #d9e1f2;">96%</td> <td style="padding: 5px; background-color: #d9e1f2;">96%</td> </tr> </tbody> </table> <p>What was done in 2018:</p> <ul style="list-style-type: none"> • All children who are not achieving at their chronological age for reading formed part of the target sample, with specific reference to children in their first year of school and the transition between <i>learning to read</i> and <i>reading to learn</i> (typically year 4/5 and especially boys). • Accelerated learning needs of target children included as part of team inquiries and teachers' appraisals and monitored as part of this process. • Structured reading sessions (focus still on learning to read) daily for at risk and underachieving children in older classes • Continuation of special needs programmes to meet identified needs (Steps, Rainbow Reading etc). • Continued funding for resources for new classes and to extend reading resources 	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	96%	81%	95%	90%	96%	96%
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school-wide.

- Electronic media used further to motivate reluctant readers.
- Opportunities for capable readers.
- Professional development and support for Librarian to extend opportunities for capable readers.
- Explicit planning to engage children further with reading and writing through visiting authors across all age groups.
- Library focus of extension activities for older children – Book Club; Book trailer competition term 4.
- Reading Eggs well established
- Tuakana teina across classes to support more able readers in younger classes.

Action Plan for Reading 2019

2019 Targets :

1. *Ninety two percent or more of children at WPS will be reading at or above their chronological age.*

- Confidence that achievement levels do not drop will be determined using comparative indicators for 2019 relative to 2018 (percentage of children at each reading level)
- Targets set to reflect realistic trends.
- All children who are not achieving at expected reading levels for age form part of a target sample for each teacher's appraisal inquiry - accelerated learning monitored as part of this process.
- Structured reading sessions (focus still on learning to read) daily for at risk and underachieving children in older classes
- Reading Recovery teacher utilised to upskill teachers and teacher aides
- Google Read and Write project for teachers and key teacher aides (RTLB Learning Support Fund)
- Tuakana teina opportunities for more able children across year groups/classes
- Continuation of special needs programmes to meet identified needs (Reading Recovery, Steps, Rainbow Reading etc).
- Continued funding for resources for new classes and to extend reading resources school-wide.
- Electronic media explored further to motivate reluctant readers.
- Professional development and support for Librarian to extend opportunities for capable readers.

Writing

Summary of school wide results

2018 Targets :

1. Ninety percent or more of children at WPS will achieve within expected curriculum levels (New Zealand Curriculum, 2010)

Outcome						Analysis								
2018 = Achieved Percentage of students achieving at or above in Writing for 2018 by year group						Student achievement in Writing for 2018								
End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Curriculum Level	National Standards	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	
100%	100%	78%	88%	87%	83.3%	3	End Year 6						61 (95%)	At or above expected Curriculum Level
						3	End Year 5					38 (71%)	3 (5%)	Below expected Curriculum Level
						2	End Year 4				62 (98%)	15 (29%)		
						2	End Year 3			56 (87%)	1 (2%)			
						1	End Year 2		73 (100%)	8 (13%)				
						1	End Year 1	53 (100%)						
Total Count of Students: 370														

	<p>What was done in 2018:</p> <ul style="list-style-type: none"> • Syndicate inquiries into writing data to inform teachers' practices, heightened awareness of children's needs in this area. • Differentiated professional development to build teachers' capacity to cater for children's writing in the context of additional needs (SPELD, autism, etc). • Improved capacity within the school to identify assistive technology needs: RTLB and deputy principal supported small group to upskill children's assistive technology skills. • Ability grouping for writing • Understanding children's learning contexts (strengths and barriers) was a focus for teacher appraisals and classroom practice. • Whole school authors' visits popular with all ages • Barbara Brann Literacy Building Blocks resourcing and professional development for all year 0-1 teachers. • Joy Allcock spelling system and letter (sound) recognition introduced across the school • Continued moderation – vertical and horizontal.
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Action Plan for Writing 2019

2019 Targets :

1. *Ninety two percent or more of children at WPS will achieve within expected curriculum levels (New Zealand Curriculum, 2010)*

- Confidence that achievement levels do not drop will be determined using comparative indicators for 2019 relative to 2018 (percentage of children at each writing level)
- Continued differentiated professional development model to improve teachers' capacity to understand most effective teaching practices for additional needs.
- ICoL inquiry: extended to incorporate children's engagement with reading, writing and maths and their perceptions of themselves as learners.
- Google Read and Write – all teachers to implement in their classes and key teacher aides (RTLB Learning Support Fund).
- Experiential development of writing ideas particularly for underachieving boys across a range of contexts.
- Barbara Brann Literacy Building Blocks resourcing continued; implementation and data evaluated for direction moving forward.
- Joy Allcock language (writing) and spelling data used to inform whole school and individual teachers' next steps.
- Assistive technology support (equipment through application and small group teaching where necessary).
- All children who are not achieving the standard for writing form part of the target sample.
- Assessment for boys underachieving in writing using BBL essential skills assessment to identify areas of need accurately.

- Accelerated learning needs of target children included as part of teachers' appraisals and monitored as part of Teaching as Inquiry process
- Authentic contexts wherever possible for writing.
- Continuation of special needs programmes to meet identified needs (Steps, Phonological awareness etc), along with professional development, where available, for teacher aides.
- Small group targeted teaching aimed at hands-on, experiential learning for older underachieving children.

Mathematics

Summary of school wide results

2018 Targets :

1. Ninety percent or more of children at WPS will achieve or at expected curriculum levels.

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	<p>What was done in 2018:</p> <ul style="list-style-type: none"> • More targeted use of data to inform teaching in this area (teacher observation and formative assessments, PAT mathematics, ICAS mathematics, etc) • Syndicate inquiries into maths data to inform teachers' practices, heightened awareness of children's needs in this area. • Syndicate inquiries for target groups – informing practice and generating change – progress made. • Consistent teaching staff with well-established mathematics knowledge and skill • COSDMBRICS (number knowledge) groups run by teacher aide • The lead teacher for mathematics attended all lead teacher professional development sessions and the Numeracy Conference. • Cross grouping for mathematics for year 5/6 children into five groups (for four classes) allowed for more targeted teaching to need – teachers' skills aligned with groups' needs.
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Action Plan for Mathematics 2019

<p>2019 Targets :</p> <p>1. <i>Ninety five percent or more of children at WPS will achieve within expected curriculum levels (New Zealand Curriculum, 2010).</i></p>
<ul style="list-style-type: none"> • Confidence that achievement levels do not drop will be determined using comparative data for 2019 relative to 2018 (percentage of children at each mathematics stage) • All children who are not achieving the standard for mathematics form part of the target sample and syndicate inquiries. • Accelerated learning needs of target children will be included as part of teachers' appraisals and monitored as part of this process (see above: reading, writing and mathematics). • Continuation of horizontal and vertical moderation of OTJ process; consolidation of previous professional development in development of RICH tasks. • Withdrawal groups specifically for mathematics for identified groups of children where resources allow. • More closely targeted teaching in terms of cross-grouping where possible. • Continued funding for resources for new classes and to extend mathematics resources school-wide. • Continuation of teaching to make clear connections between mathematics and everyday life.