

Analysis of Variance

School name: Central Takaka School

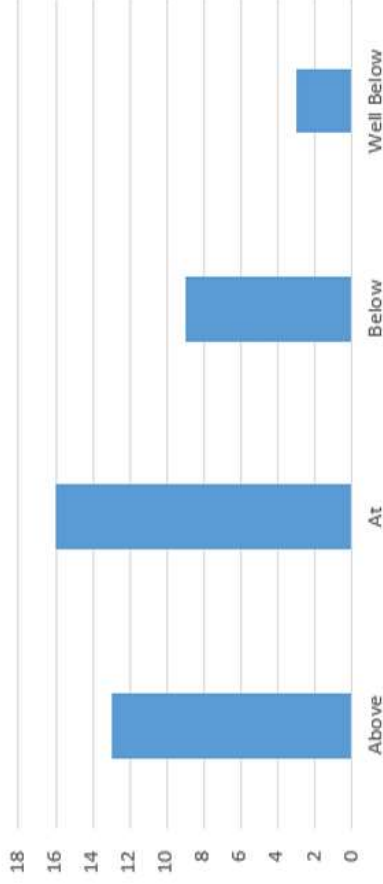
School number: 3225

Focus: Writing

NELP: Great educational opportunities and outcomes are within reach for all learners.

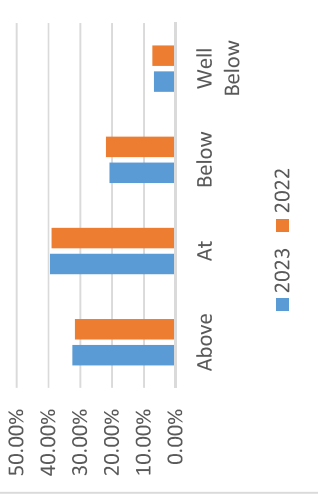
Target: All students below the expected level in 2022 to make accelerated progress to be at the expected level the end of 2023.

Writing Achievement 2022



Base Data:

Based on the data collated for our Overall Teacher Judgements in Writing, our target group was a group of 12 students 3 of which were well below in relation to expected curriculum levels. Achievement data was collated from AssTie Writing Assessments, Exemplars, Moderations, observations and teachers' over all judgement about each individual child.

Actions (what did we do?)	Outcomes (what happened?)	Evaluation (where to next?)
<ul style="list-style-type: none"> Used AsTTle writing each term to check effectiveness of writing programmes and developed moderation procedures. Identified and addressed learning needs of the students using the 'Literacy Writing Progressions'. Based lessons units etc on these findings. Regular in-school PLCs to share effective strategies used in class. Regular meetings to discuss progress of targeted priority learners. Greater collaboration and consistency across both classes. BSLA (Structured Literacy) is becoming strongly embedded in the junior class. 'The Code' structured literacy phonic programme has been introduced into the senior class. Assessments were undertaken and the programme implemented at a whole class, small group and individual level. Gave the children authentic learning contexts for writing to increase student engagement. Night Zookeeper etc. RTLit worked informally with the junior class in her role as BSLA facilitator. She was able to offer 	<p data-bbox="354 932 386 1213">Writing 2022 - 2023</p>  <ul style="list-style-type: none"> Overall the achievement data for 2023 was very similar to 2022. The number of students below or well below reduced very slightly (1,47%). The numbers of students at or above expected levels stayed pretty static only making minimal gains. Of the 11 students who were below expected levels at end of 2022, one left the school, 2 made accelerated progress to be at expected levels (one of them is now well above the expected level), 7 made pleasing improvements but not significant enough to be at an expected level. 	<ul style="list-style-type: none"> We have made all students not achieving the standard at the end of 2023 our priority learners for this year's Achievement Target. RTLit : Do a group referral for our target senior students. RTLit to work with classroom teacher and LSC to develop strategies to accelerate progress. Focus on ways to ensure a direct link between 'The Code' and student Writing. Structured Literacy Continue to embed Structured Literacy across the school: BSLA – Junior Class The Code – Senior Class Work with RTLit and LSC to develop strong links from structured literacy into student writing. Senior Teacher to attend a two day Liz Kane 'Structured Literacy' course. Junior teacher to attend BSLA refresher course and keep abreast of any new developments/resources etc. Student Engagement Get feedback from students to help plan writing tasks that hook into their interest. Teaching Writing Implement and maintain daily regular writing programme (1 hour per day). Including addressing the identified needs of the targeted students.

ongoing advice and support for the teachers as the continued to embed the programme.

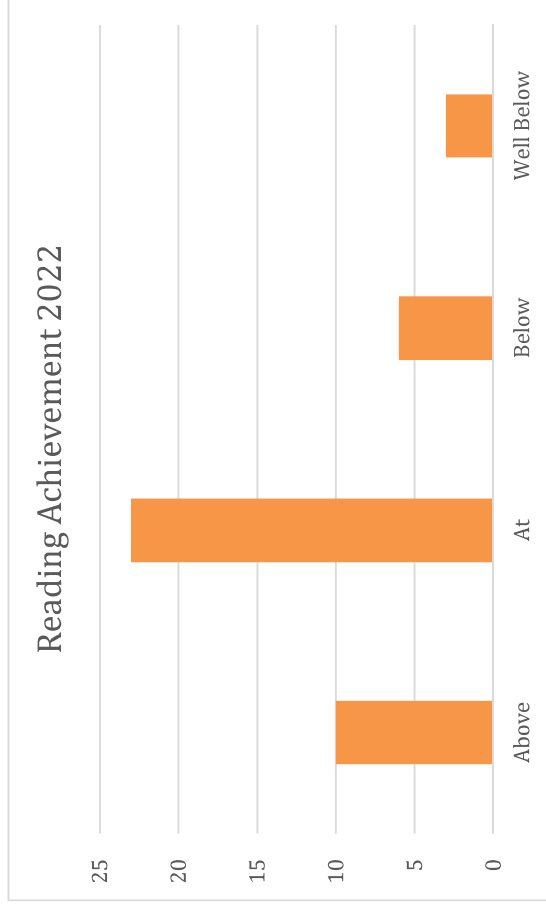
- Buddy Editing: Use able students to work 1 on 1 with students to learn editing techniques.
- Monitoring of Writing Progress At least twice termly discussions on targeted students including strategies that are working well, impact of interventions and new ideas.
- Monitor identified needs with regular assessment including an AsTTle (or other assessment) each term for targeted students and at least twice a year for all students. Record data and discussions/interventions on 2024 Target Students document.
- Curriculum Refresh
Staff continue to become familiar with the new writing curriculum ready for implementation in 2025. Look out how the new Progress Steps and Common Practice model could be used to support the current programme.
- Utilising Technology. When appropriate use technology to support target students e.g. Night Zookeeper; Google Docs – Speech to text tool.
- Ensure poor attendance is addressed including referral to Attendance Services if applicable to ensure it doesn't impact on learning/progress.

Focus: Reading

NELP: Great educational opportunities and outcomes are within reach for all learners.

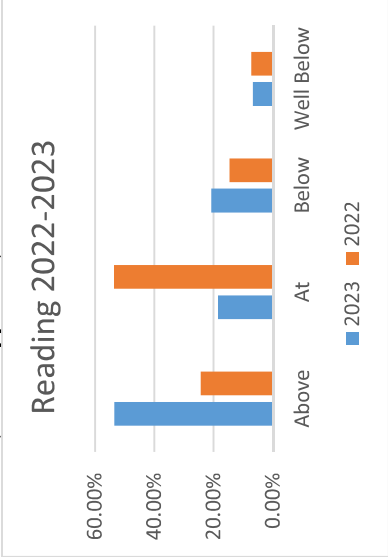
Target: All students in who were 'below' expected levels in Reading in December 2022 will improve to 'at or above' expected levels by December 2023.

Baseline data



Base Data:

Based on the data collated for our Overall Teacher Judgements. The target group included a group of 9 students. Achievement data was collated from BSLA assessment, Running Records, AsTTle Reading and informal in-class reading assessments, observations and teacher's overall judgement about each individual child. 4 students were achieving well below(1+ year) expected levels and they are spread across the different year levels.

<p>Actions (what did we do?)</p> <ul style="list-style-type: none"> Identified our priority learners and had monthly meeting to discuss effectiveness of interventions and overall progress. Teacher Aid worked four mornings a week in the junior room to ensure every year 1-3 students read 1 on 1 with an adult at least once a day. With priority learners this was often 2-3 times per day. Junior Teacher incorporated Toe by Toe programme for children with dyslexia. Teacher aid worked 1 on 1 with targeted students from the senior room 20 min 3-4 times a week. Team teaching in the junior room, three times a week. Action plans were created with targeted interventions for students with significant learning needs. Structured Literacy – A teacher completed a qualification through University of Canterbury on BSLA. They provided PD for the rest of the staff and ensured we had adequate resources to embed the programme effectively. Structured Literacy. We began implementing ‘The Code’ in the senior class. 	<p>Outcomes (what happened?)</p>  <table border="1"> <caption>Reading 2022-2023</caption> <thead> <tr> <th>Reading Level</th> <th>2023 (%)</th> <th>2022 (%)</th> </tr> </thead> <tbody> <tr> <td>Above</td> <td>~25</td> <td>~15</td> </tr> <tr> <td>At</td> <td>~15</td> <td>~45</td> </tr> <tr> <td>Below</td> <td>~15</td> <td>~15</td> </tr> <tr> <td>Well Below</td> <td>~5</td> <td>~5</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The number of students below or well below the expected levels for Reading rose slightly (22% to 27%). This is the equivalent of 2 students. Three student who were below were new in 2023 and didn't feature in the 2022 data. Of the 9 students from 2022 in this range we noticed significant improvement in all them. 3 of them made progress we would describe as accelerated (improvement of more than a year's progress). The most pleasing aspect of the data is that the number of students above expected level (1+ years) increased dramatically (by 29.11%) 	Reading Level	2023 (%)	2022 (%)	Above	~25	~15	At	~15	~45	Below	~15	~15	Well Below	~5	~5	<p>Evaluation (where to next?)</p> <ul style="list-style-type: none"> Review of 2023 Reading Programme. Look at trends in the assessment data. Review classroom programmes and progress of priority learners. Use this review as a tool to implement new interventions for these students. Teaching Reading Implement and maintain daily regular reading programme(at least 1 hour per day) Teacher Aide(s) to support classroom teachers during reading time. Online Learning Utilise Core5 to complement the classroom reading programmes. RTLit : Do a group referral for our target senior students. RTLit to work with classroom teacher and LSC to develop strategies to accelerate progress. Structured Literacy – Continue embedding BSLA in the junior classroom. Look at ways the BSLA could be used to support senior students with very low achievement in reading. Utilise Rosie (1A) to continue the programme with these students. Junior teacher to complete BSLA refresher course Senior teacher to attend 2 day ‘The Code’ PD in May. Develop Action plans for students with significant learning needs, with targeted interventions aimed at helping them make progress.
Reading Level	2023 (%)	2022 (%)															
Above	~25	~15															
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		<ul style="list-style-type: none">• Ongoing Monitoring of Student Progress. Complete running records or other relevant assessment e.g. Asttle Reading, at the end of each term for target students and at least twice a year for all students. Record data and discussions/interventions on 2024 Target Students document.• Curriculum Refresh Staff continue to become familiar with the new reading curriculum ready for implementation in 2025. Look out how the new Progress Steps and Common Practice model could be used to support the current programme.
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