

Analysis of Variance Reporting



School Name:	Invercargill Middle School	School Number:	3966
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Strategic Aim:	<p>To have all students achieving at or above the expected National Standards in reading, writing and maths.</p> <p>To continue to progress Maori learners achievement from the 2015 baselines.</p> <p>To support and accelerate Pasifika students achieving below and well below the expected National Standards.</p> <p>To support and accelerate special needs students, by having action plans and/or IEPs for Special Needs students achieving below or well below the expected National Standards.</p>
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Target:	<p>Writing:</p> <ul style="list-style-type: none"> To increase the achievement of students at the end of year 4, writing at 1 2p asTTLe writing and 2p asTTLe spelling To have all students progress at least 1 year’s progress during 2015 To have action plans and strategies for accelerating students identified as achieving below and well below the expected level, especially in year 4 (30students) Continue, or improve, the progress of Maori students to be achieving 85% (2014) at or above Focus on accelerating the four Pasifika students achieving below the expected level (2015). Continue action plans and IEP’s for special needs students achieving below or well below the expected National standards. <p>Maths</p> <ul style="list-style-type: none"> To have all students achieving at or above the expected National Standards by the end of 2016. To have action plans and regular reporting on students achieving below and well below the expected National Standards (26 students). Particular focus on the year 4 cohort (8 students), expecting achievement at Stage 4 and End of Stage 5 in numeracy (respectively). Continue to support Maori achievement at or above the expected National Standards (89% in 2015) Support and accelerate the two Pasifika students achieving below the National Standard. Support special needs students with action plans and/or IEPs to accelerate their progress to at or above the National Standards.
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Reading

- To have all students achieving at or above the expected National Standards by the end of 2016.
- Establish plans and strategies to accelerate the students achieving below and well below the expected Standards (24 students), with particular focus on year 4 students (7 students).
- To plan and address the issues of accelerating transient students, especially targeting Maori achievement, to be at and above (83% in 2015, dropped from 95% 2014)
- Explore the strategies for Maori learners and draw any actions or learning we can use to accelerate other students.
- Support the three Pasifika students achieving below and well below.

Continue to develop strategies for accelerating special needs students, using action plans and/or IEPs.

Baseline Data:

	All	Yr 1	Yr2	Yr3	Yr4	Yr5	Yr6	Maori	Pasifika
Writing 2014	76%	54%	100%	85%	94%	76%	52%	88%	80%
Writing 2015	81%	87%	88%	78%	44%	67%	92%	89%	71%
Writing 2016	69%	67%	65%	68%	79%	66%	74%	79%	72%

	All	Yr 1	Yr2	Yr3	Yr4	Yr5	Yr6	Maori	Pasifika
Maths 2014	84%	75%	96%	66%	94%	80%	93%	85%	90%
Maths 2015	85%	92%	80%	72%	70%	85%	100%	89%	86%
Maths 2016	84%	67%	97%	79%	84%	83%	90%	88%	100%

	All	Yr 1	Yr2	Yr3	Yr4	Yr5	Yr6	Maori	Pasifika
Reading 2014	81%	39%	91%	74%	94%	96%	96%	94%	80%
Reading 2015	84%	80%	76%	89%	74%	91%	100%	84%	79%
Reading 2016	84%	62%	84%	93%	84%	72%	100%	85%	100%

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Overall we developed teacher understanding of the PaCT tool and how to implement it throughout the school. We compared the dimensions to our current curriculum plan and determined gaps we have as well as inconsistencies in our assessment.</p> <p>In maths... Staff-wide, in-school professional development around learning expectations and progression of achievement.</p> <p>Term by term monitoring of progress and setting target plans for those achieving below the expected National Standards.</p> <p>Lead teacher involvement in the lead teacher network.</p> <p>Teacher attendance at the Dunedin Numeracy symposium, including a staff member participating</p> <p>Term by term teacher observation and feedback sessions in maths, to inform practice.</p> <p>In reading...</p> <p>Staff development in comprehension strategies.</p>	<p>In writing...</p> <p>At the end of 2016, of the 30 students identified as below or well below:</p> <ul style="list-style-type: none"> • 20 made progress more than a year but 10 are still identified as below. • 10 students remained below or well below and made a year's progress. • Further students were identified as below or well below after assessment process were developed using the PaCt tool <p>In reading...</p> <p>At the end of 2016, of the 24 students identified as below or well below:</p> <ul style="list-style-type: none"> • 5 are still achieving well below the expected National Standard. • 10 are achieving below their expected National Standard. • 11 are achieving at or above their expected National Standard. <p>In maths...</p> <p>At the end of 2016, of the 26 students identified as below or well below:</p> <ul style="list-style-type: none"> • 21 are now achieving at or above their expected National Standard 	<p>Accelerated progress was achieved with the 20 students (in writing) because of the work carried out by staff to support the needs in the different classes. Teacher enquiries were set using the data each term and progress has been monitored regularly. Ongoing teacher improvement has been a focus for teachers and the use of the PaCT tool has been used along with other initiatives to improve the moderation and consistency of overall teacher judgements being made. This has also highlighted more students as being below or well below.</p> <p>There were 12 extra students who have arrived before March 2016 but after the initial data was collected in December 2015. These students represent a majority of the data that has not moved since the beginning of 2016. Progress has been made but only 3 of the 12 arrived at school achieving at or above their expected National Standard. 3 of the 12 students who are below or well below the expected National Standard are also English Language learners.</p>	<p>We will continue to use data regularly to identify teacher actions that can benefit attainment of students in reading, writing and maths. This will include the regular wedge graph meetings, observations and feedback on teacher practice.</p> <p>We believe that development in vocabulary teaching will improve the areas identified as needing improvement that will benefit literacy teaching throughout the school.</p> <p>The need to focus on strategies and teaching development in writing will be a focus for 2017 for the entire staff so staff-wide, in-school professional development will continue as a benefit, this will include individual teacher enquires that are recorded and monitored. Teachers will report to the rest of staff about their development and how strategies are being used in class to improve overall literacy data.</p> <p>ICT development using tools that are currently available will be an area that the school will continue. Teachers' capability and capacity</p>

<p>Reading recovery programme implemented.</p> <p>Reading diaries to encourage nightly reading.</p> <p>Reading together programme conducted with families who opted into it.</p> <p>Term by term monitoring and target plans developed for students achieving below the NS, with acceleration strategies planned.</p> <p>In writing...</p> <ul style="list-style-type: none"> • Wedge graphs completed each term, discussed as a syndicate and the children achieving below and well below are targeted, with acceleration strategies to help progress. • Staff development on writing strategies-Alison Davis and accelerated learning, what is working and what do we need development in. • Teacher observation and feedback sessions held each term. • Forming an understanding of trans-language and how this can have a positive affect on the way we deliver education programmes for leaners 	<ul style="list-style-type: none"> • 5 are now achieving below or well below the expected National Standard 	<p>This is a an expected norm of the school because of where we are situated, with SIT students arriving from around the country and around the world with their children and because of the higher number of low cost rental properties available in our zone that can accommodate these students. All student needs are catered for at school but it does help to explain the numbers of data entries that show as below or well below in the overall data for the school.</p> <p>Strategies of using teacher enquiries for developing teacher understanding of oral language helped to develop the oral language in classes, especially as 'talk moves' were developed. This is an area that we will continue for 2017.</p> <p>The PaCT tool has highlighted development areas in our programme and assessment and we plan to further investigate how we will implement the tool into our assessment procedures for a sample of students or for all students below or well below the National Standards.</p>	<p>will be considered, as programmes are developed to improve the use of ICT to support reading, writing and maths.</p> <p>Writing will be an area of development for the entire Community of Learning and our action plan will make use of the collaborative work that comes out of the CoL work groups.</p>
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Planning for next year:

Invercargill Middle school continues to strive to be experts at accelerated progress for all students but with particular focus on the target students, those achieving below and well below the expected National Standards.

The school will take an active role in the Invercargill Community of Learning, helping it to move from establishment into development. The area of writing and the aspects of school life, expectations and relationships will be explored to help improve the data for writing.

Questions we will be looking at:

- How do we record and refer back to strategies that work for accelerating progress?
- What development do we need to pursue in order to gain genuine student, teacher, parent and Maori voice for developing effective relationships for learning impact?
- What systems process do we need to develop and adjust to maintain school improvement focus?