

Analysis of Variance Reporting - Writing



School Name:	Tokomaru School	School Number:	3046
Strategic Aim:	Strategic Intention A: Promote continuous improvement in all areas of the curriculum achieving the highest levels of achievement and progress in Reading, Writing and Mathematics.		
Annual Aim:	Global Target: To consistently improve the WRITING progress of all students to the expected National Standard or Above for the length of time they have been at school (Years 1-3) or their end of year level (Years 4-8).		
Target:	WRITING TARGET 2017: All BOYS (11 students) who were Below or Well Below the National Standard in November 2016 will make more than one year's progress in relation to the National Standard for Writing and will be achieving At or Above the National Standard at the end of November 2017.		
Baseline Data:	Baseline Data Against National Standards Dec 2016: <p>At the end of 2016 more Boys were Below the Standard in Writing than Girls. 41% (16 out of 39) boys were BELOW or WELL BELOW the National Standard in Writing. Whereas, 21.6% of girls (8 out of 37) were BELOW and none were Well Below. Of interest was that significantly more girls (24.3%) achieved Above Standard, while only 5.1% boys achieved Above Standard in Writing. In total, there were 22 students who were Below or Well Below, 14 of them Boys.</p> <p>Girls achieved significantly better than Boys with 78.4% achieving At or ABOVE in Writing. However, the Boys cohort achieved above the National Average (of 63.9%) with 64.1% achieving AT or ABOVE.</p> <p>Upon further analysis of our data, testing and writing samples (as well as looking at individual students) we have identified that the Surface Features are holding the students back; Boys in particular. Therefore, a focus on Surface Features (Editing) will form part of our Action Plan focus in Writing.</p>		

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>In addition to identifying these learners as focus learners who needed accelerated progress, we shared effective practice in the following ways:</p> <ol style="list-style-type: none"> 1. Target students were identified early in 2017 and recorded on the Writing Action Plan document. 2. Teacher Aide time was allocated to support Target Students on a needs basis, and was reviewed termly. The SENCO (Mel Bismark) applied for RTLB support as/when needed (see doc 'Target Students Progress' for details). 3. All teachers used the e-AsTTle writing rubric to support a shared understanding of where students were at and where their next step was (students were also able to self-assess). 4. Writing Sample data is now being added to our new SMS system (eTap is was introduced in 2017), which will provide cumulative data over time. 5. Within our (Fitzherbert) Cluster we worked with Bek Galloway (Building Powerful Learners - with a focus on Inquiry). Our work with Bek built on our development of Growth Mindset and Student-Directed Learning (with emphasis on motivation, student choice and student engagement). 6. Within our Cluster we also worked with Jude Weavers (Building Powerful Learners - with a focus on Writing). With Jude we explored what are our questions about writing as teachers, and how best we can cater for our learners in a changing world. The emphasis was on teachers and building their capabilities in teaching and assessing writing. 	<p>72.7% of our children (72/99) are Writing At / Above the Standard. 9.1% (9) are working Above.</p> <p>71.5% of our Maori children (25/35) are Writing At / Above the Standard. 8.6% (3) are working Above.</p> <p>65.9% of Boys (29/44) are Writing At / Above the Standard.</p> <p>78.2% of Girls (43/55) are Writing At / Above the Standard.</p> <p>71.7% of our children are Writing At / Above the Standard. This is slightly higher than the National Average of 71.2%.</p> <p>Achievement for Girls is significantly higher; which is also reflected nationally.</p> <p>Maori children achieved similar success as their European peers. This is opposite to the national trend.</p> <p>Overall we have seen an increase of 2% since 2016.</p>	<p>Staff identified the students who were WELL BELOW and BELOW in Writing and we created a shared Action Plan for Writing which was used to track and the progress of these students (14 students from Year 2-8).</p> <p>Target students were discussed at Staff Meetings monthly (timetabled and minuted) and referred to in Teacher Appraisals. Regular reflections were recorded (via the Action Plan) and shared by teachers.</p> <p>Teacher Aide support was used to support teacher practice within the classroom where there were students with the greatest needs as identified from the data.</p> <p>We used media contexts in the writing process to motivate and engage our boys eg; Students: For sharing writing/publishing: Seesaw, Booktrack, Inklewriter, google docs shared folder, story jumper, iMovie; For displaying learning: Poster my wall; Teacher: For writing prompts and Independent activities: Once upon a picture, Pobble 365. This helped the reluctant writers by giving them inspiration to write. Also, peer sharing; this helped with ideas and confidence (particularly with the older boys).</p>	<p>Due to the success of the use of media and involving the students in the decisions around their 'next steps', we will continue to use these approaches.</p> <p>We need to further develop our moderation for writing and the consistent use of the e-AsTTle rubric (results of which are now documented on eTap).</p> <p>Having results recorded on eTap will help show progress over time for every individual student, and help highlight areas of weakness in our teaching.</p>

Planning for next year:

- Target students will be identified early in 2018 and recorded on the Writing Action Plan document and in teacher's own planning.
- Target students will be discussed at Staff Meetings monthly (timetabled for) and recorded in Teacher Appraisals. Regular reflections will be recorded (via the Action Plan) and shared by teachers.
- Teacher Aide time will be allocated to support Target Students on a needs basis, and will be reviewed at least termly. The SENCO (Mel Bismark) will apply for RTLB support as/when needed.
- We will continue the work that was started in 2016 developing a consistent set of writing exemplars that will be used school wide (by teachers and students). These will cover different genres in writing.
- We will moderate writing samples (twice a year) as a staff and an example from each level will eventually be included in the final Tokomaru Writing Exemplar resource.
- Writing Sample data will continue to be added to our SMS system (eTap was introduced in 2017), which will therefore provide cumulative data over time for each student. This will help us identify areas of need within our teaching.
- In 2018 we will create genre workbooks that will be used for teaching purposes and be accessible to students for revision where required. These examples will be sorted by author's purpose and have a section for each genre. Each genre example will contain success criteria, structure and organisation info, graphic organisers and samples of writing appropriate to the level being taught (this was not done in 2017).
- We will continue to use devices and media in Literacy, as a source of motivation (and to support students with assistive technology requirements).
- We will continue involving the students in the decisions around their 'next steps' in Literacy.