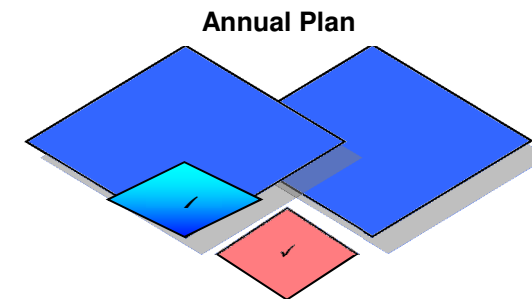


ANNUAL REPORT ON TARGETS FOR STUDENT ACHIEVEMENT

MAROTIRI SCHOOL 2017

ANALYSIS OF VARIANCE

WRITING



Priority area <i>We set out to</i>	Target <i>We said we would</i>	Outcome <i>We</i>	Variance <i>An analysis</i>	Next steps <i>We will</i>
<p>Goal 1 Provide high quality teaching and learning programmes with a particular emphasis on literacy, mathematics and physical activity.</p> <p>Goal 2 Ensure that children have their learning needs met in a culture of challenge, opportunity and innovation.</p> <p>Goal 3 Further develop and add depth to Marotiri School's capacity to improve outcomes for priority learners.</p>	<p>Use a variety of approaches in an attempt to accelerate the rate of writing achievement of nineteen boys Yrs 2-7 who had not met NS in writing.</p>	<p>Of the nineteen boys in the original cohort in February, fifteen were still enrolled in December. Of this fifteen, three reached NS by the end of the year. One was in Yr 2, another in Yr 4 and the last in Yr 5. Three boys who did not reach NS were new to the school in 2017. Another trio who did not meet NS in writing identified as being Maori. One of the Maori boys will not be returning to Marotiri in 2018</p>	<p>Of the twelve boys who did not make NS in writing, teachers attested to progress having been made, with only one child deemed to have made limited progress.</p> <p>One other boy was the subject of an extensive 'Teaching as an Inquiry' focus. Several of the boys have had initial dyslexia screening. A small number are still very limited in their writing ability. Two teachers surmised that boys who had worked with Victoria on the Quick60 programme had improved in their writing as a consequence. Factors that helped boys attain NS in writing or to make marked progress included</p> <ul style="list-style-type: none"> • Sustained parental support in buying-in to the challenge posed in this target • Writing for 'Zines' in Term 1 • Regular school attendance • The accelerated writing programme (2 teachers at writing time Yrs 1-3) 4 days weekly. • Children's awareness of their writing goals. • Work with Andrew Langley around types of sentences and sentence fluency. • PD with Lorraine Taylor of Lynmore School on PaCT writing & its implementation there • Use of the PaCT framework in writing- PaCT aspects in planning sheets • PaCT as a reporting framework development • Teachers bringing samples of student's writing to staff meetings for shared discussion on content and next steps. 	<ul style="list-style-type: none"> • Ensure these children remain targeted writers in 2018. They remain priority learners. • Continue with accelerated writing programme Yrs 1-3 minimum. • More visits by staff to Lynmore to see PaCT implementation. • Staff meetings and in-class work with Andrew Langley and his WTE writing tool. • Continue with deliberate efforts to engineer learning environments likely to engage boys to write. • More emphasis on sharing ideas as writing prompts in staff meetings. • Continue to make effective use of learning buddies to help children take responsibility for their own and others writing.

READING

Priority area <i>We set out to</i>	Target <i>We said we would</i>	Outcome	Variance <i>An analysis</i>	Next steps <i>We will</i>
<p>Goal 1 Provide high quality teaching and learning programmes with a particular emphasis on literacy, mathematics and physical activity.</p> <p>Goal 2 Have students' learning needs met in a culture of challenge, opportunity and innovation.</p> <p>Goal 3 Further develop and add depth to Marotiri School's capacity to improve outcomes for priority learners.</p>	<p>Accelerate the progress of ten 6, or nearly-6 year old children identified to be at risk of not reaching NS in reading after their first 80 weeks at school. We aimed, by the end of 2017, to have ensured that they had made more than one year's progress and that they would be reading at their expected standard, or close to it.</p>	<p>By the end of 2017 seven of this cohort of ten remained at school. All children had had a reading level recorded in February 2017. The seven children still present in December 2017 showed definite progress.</p> <p>Child 1 – Level 8 to 19 Child 2 – Level 9 to 18 Child 3 – Level 5 to 17 Child 4 – Level 9 to 19 Child 5 – Level 8 to 18 Child 6 – Level 8 to 18 Child 7 – Level 5 to 9</p> <p>Six out of seven were at NS.</p> <p>The one remaining child received RTLit intervention and TA support.</p>	<p>Three of this cohort had Reading Recovery support in 2017. The class teacher of the first 6 children measured, deliberately factored-in intensive one-on-one lessons with her charges to determine what reading behaviours were holding up progress. She adjusted her programme to 'plug the gaps'. A comprehensive reading programme was held daily – additional to those having reading recovery. The child who did not make the progress required, did not start school until some months after his 5th birthday..</p>	<ul style="list-style-type: none"> • Continue with daily instructional reading • Ensure that these children – all moving to Yr 3, have daily access to reading-mileage time. • Have collaboration between the SENCO and class teacher as to how best accelerate the progress of these learners • Keep parents informed of the support being offered in the school • Present certificates for reading progress with appropriate fanfare at Interaction. • Continue to renew stocks of readers and reading games likely to engage our junior readers • Revamp and furnish the school library to encourage a love of reading for pleasure. • Look at Quick 60 programme for some of these children.

MATHS

Priority area <i>We set out to</i>	Target <i>We said we would</i>	Outcome	Variance <i>An analysis</i>	Next steps <i>We will</i>
<p>Goal 1. Provide high quality teaching and learning programmes with a particular emphasis on literacy, mathematics and physical activity.</p> <p>Goal 2 Ensure that children have their learning needs met in a culture of challenge, opportunity and innovation.</p> <p>Goal 3 Further develop and add depth to Marotiri School's capacity to improve outcomes for priority learners.</p>	<p>Make a concentrated effort to accelerate the maths achievement of twelve students below NS in Maths at Years 3-6. Teachers were to work with small groups of these students and undertake in-depth inquiries as to how best to affect progress.</p>	<p>Ten children from this cohort were still here at the end of 2017. Of the ten, one child reached NS in maths. All made progress which can be substantiated.</p> <p>Child 1 - Y6, March Stage 4; Dec Early Stage 6 across all domains but still not at NS</p> <p>Child 2 – Y5, March Early Stage 5; Dec Stage 5. This is an extensive stage. Needed to be at Early Stage 6 to be at NS.</p> <p>Child 3 – Y5, March Early stage 5; Dec Stage 5; Not at NS</p> <p>Child 4 – Y5, March Early Stage 5; Dec Stage 5; not at NS</p> <p>Child 5 – Y4, March Stage 4; Dec Early stage 5. Should be at Stage 5. Not at NS.</p> <p>Child 6 – Y4, March Stage 4; Dec Well below NS. Arrived Feb 2017; wrongly assessed prior to arrival.</p> <p>Child 7 – Y4, March Stage 4 overall; Dec Early Stage 5. Should be on Stage 5; not at NS.</p> <p>Child 8 – Y4, March Stage 4 overall; Dec Early stage 5. Should be Stage 5; not at NS.</p> <p>Child 9 – Y3, March Stage 2-3; Dec Stage 4. Should be Early Stage 5; not at NS.</p> <p>Child 10 – Y3, March Stage 4; Dec Early Stage 5. At NS.</p>	<p>Although all the children made progress, for them mathematics is taxing. They lack the knowledge they need at their fingertips to apply when using strategies. Interpreting and comprehending what is required when problem-solving is perplexing. They have all tried really hard and have earnestly accepted and appreciated the help given. Many have what could be regarded as a learning disability in this subject.</p>	<ul style="list-style-type: none"> • DP to continue 2 hours release weekly to work directly on improving teacher practice, especially with regards to targeted mathematicians. • Sue S to monitor progress of priority learners in maths and assist teachers to identify next steps for these learners. • Keep building understanding as a staff of the strategies/learning conditions that support acceleration. • TAI with a maths focus in Term 1. Milestone reports and updates fortnightly at staff meetings. • Look at another whole school maths focus along the lines of the 'Basic Factathon' held in 2017 e.g. financial literacy in Term 4. • Ensure new teachers receive maths PLD from CoL PaCT mentor. • Support and encourage student discourse and at times use mixed ability groups so that children are learning from one another. • Ensure that when teachers are selecting maths problems, that they use authentic contexts. • RTLB contracted to see of the Numicon maths resource is available for loan – a proven effective maths resource. • Prioritise Maths as a learning area.