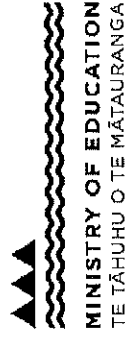
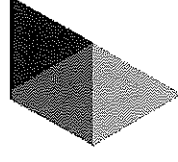


Report from target 2019



Analysis of Variance Reporting



School Name:		St John's School	School Number: 3824
Strategic Aim:	That all students are able to access the New Zealand curriculum as seen through progress and achievement.		
Annual Aim:	To implement a school wide literacy programme to develop writing skills across all levels of our school.		
Target:	To accelerate the progress of 14 children (11 boys and 3 girls). This includes 2 Maori – 1 boy and 1 girl. We aim to move these children 1 e-asTTle sublevel or more in the curriculum area of writing. To do this we will: -use STEPS literacy programme in our classroom programmes (only one of these children is not getting 1-to-1 STEPS with our specialist teacher.) -establish a writing group (out of class) with the specialist teacher. -participate in the ALL programme along with others from our COL. -use pre planning templates for writing. -goal setting by children in writing. -use parent and community connections. -use peer sharing and feedback. -publish work. -write for a purpose and make this purpose clear to children. -write using technology and apps available. -use teacher moderation.		

Baseline Data:	End of 2018 – Writing results of targeted students:
	Yr 6 - 1 boy 19/2B
	Yr 5 - 1 boy 17/1A *RtLit
	1 boy 18/1A
	Yr 4 - 1 boy 14/1P *Maori/RtLit
	1 boy 19/2B
	1 boy 16/1P
	1 boy 17/1A
	1 girl 17/1A
	1 girl 15/1P *ESOL
	Yr 3 - 1 boy 14/1P
	1 girl 14/1P *Maori
	Yr 2 - 1 boy 11/1B *RTL
	1 boy 12/1B
	1 boy 14/1P

How will we know this?

- e-asTTle mid-year and end of year writing samples
- classroom writing
- STEPS programme
- teacher observation and moderation
- goals set

Rebana now 4.3.22 5.0.18

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>
-gathered and analysed data more regularly. -at the end of every term we reported on writing data to the Board of Trustees. -we had lots of discussion round next steps. -discussions were data driven and gave us directions for the following terms planning and teaching. -school wide planned writing sessions. -sharing of readings. -staff wide professional development on the writing process, based on current research and this was supported by our ALL mentor, Jenny Harrex. -Kahui Ako pd literacy day attended by 4 staff members. -Kahui Ako day focussing on integrating Digital Technologies into literacy programmes. -ALL programme run for 15 weeks. -STEPS programme was taught in class, with all children, as well as by a specialist teacher with individual children. -The specialist teacher taught writing with small groups and sub-groups.	Of our 14 children 9 made accelerated progress. 6 children made 2 year's progress in one year. 5 children did not reach their acceleration goal. Of these 5, 4 were very close. 1 child made no progress (due to attitude and engagement in class). *We used e-asTTle as our tool and our definition of acceleration is 3 sublevels over 2 years, therefore 1½ sublevels over a year.	-school wide writing programmes taught -small group teaching -goal setting -more focused data driven decision making -more cohesion throughout the school in developing effective writing programmes to suit individual children's needs -RtLit involvement and support -ALL programme -COL professional development opportunities and support -STEPS programme	-continue to report to the Board of Trustees regularly on writing programmes and results. -school wide writing will continue at a set time. -writing will continue to be planned school wide. -continue to collect data each term. -continue to analyse data in depth. -fund specialist teacher to support identified children in writing. -involvement in Kahui Ako literacy professional development will continue.
Planning for next year:			

See actions in “Where to next” .
The child who made no progress has been identified as needing extra one-to-one help and support through the specialist teacher. They have also been referred to the Rtlit for further support in 2020.