

# Banks Avenue School

*Learning today to succeed tomorrow*

Kia mau ngā akoranga, kia tau ai āpōpō



2016

## Community Annual Report

## Our School 2016

### Roll

We began 2016 with just over 350 students and finished with 377 students. The roll has been stable at around the 400 mark for the last three years. During 2016 we started two roll growth classes and continued to enrol students across all age groups. About 60% of our students continue to be out of zone placements which reflects we are *a school of choice*. Once we move to our new site (2020) in North Parade we will have a zone put in place which will reduce the number of out of zone placements we can accept.

We begin 2017 with 325 students.

### Ethnicity

We have about 20% of our pupils who are Maori and a number of children from a range of other ethnicities, e.g. Afghani, Pacific Islander and Asian.

### BOT

Our BOT are focused on lifting the achievement of all students. Through quality training they understand the difference between management and governance. In 2016 a day was spent with a facilitator where the strategic vision for the next three years was clarified. Three clear goals emerged:

1. Active learners at the HEART
2. Living HEART
3. The HEART of the community.

ERO commented on the strength of the BOT in their December report.

*'Trustees are highly effective in the role as stewards of the school. They have a strong focus on the achievement and wellbeing of the children. They are well informed, reflective and responsive in their decision making. Trustees bring a useful variety of expertise and experience s to the board.'*

### PTA

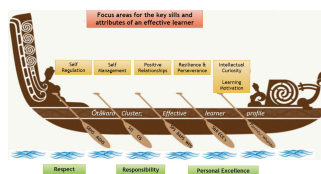
The PTA mainly run as a fundraising organisation although they also manage *lunch on line* once a week, supervise the second hand uniform shop and lost property and organise and run school discos. In the past two years the PTA has also organised parent social nights. In 2016 new rugby posts and soccer posts were bought for the playground.

This small number of parents work tirelessly for the benefit of the students.

### Otakaro Cluster

BAS belongs to the Otakaro cluster of schools. This cluster is made up of two high schools, three primary schools and two intermediates. The cluster has been functioning for the last four years but as it grows it continues to gain strength and direction.

The focus in 2016 was the development of a cluster wide learner profile. After a large amount of work the following profile was developed.



Five clear learner attributes have been identified.

1. Self-management
2. Self-regulation
3. Resilience and perseverance
4. Positive relationships
5. Intellectual curiosity and learning motivation

### *Support Networks*

There are growing numbers of children with learning, behavioural and social needs. A wide range of agencies and supports are used to help support these needs. In 2016 a social worker was employed one day a week to help support children and families. The BOT funded this. We have also implemented a number of our own initiatives to support needs.

*BAMP:* Our parent mentoring group involves ten parents working once a week with a child.. This has proven to be a very successful programme.

*Figure it Out:* This programme was established to support a small group of boys develop social skills through the lens of EOTC.

*Pastoral Care:* Pastoral care meetings are organised once a term to discuss needs and ensure students are getting the most effective support. We endeavour to have all of our support agencies attend these meetings.

*Agencies:* We work with a number of agencies: STAND social workers, CDHB personnel, truancy agencies, MOE agencies, e.g. RTLB, RTlit, GSE. Meetings with different agencies are hugely time consuming and too frequently of little practical use.

*Support staff:* BAS have a small team of dedicated support staff who manage different intervention programmes and work in class and in a withdrawal capacity with individuals and groups. A large amount of IRF money was applied for in 2016 to help fund support staff to work with our high level needs.

*Truancy:* Attendance continues to be an issue for a small number of children.

*ESOL:* We have a growing number of children with ESOL needs. In 2016 we employed a teacher for three days a week to support needs.

*Reading Recovery:* In 2016 we employed a reading recovery teacher for three days a week (.6 FTTE). She worked with six children at a time.

### *Self-Review and Evaluation*

#### *Consultation with Parents:*

A full community survey was undertaken early in the year where we had parents give us feedback on our strategic direction for the next three years. We also consulted during the year about a breakfast programme and our future school site.

#### *Student survey*

Seventy children from year 4 -6 were surveyed using the NZCER well-being survey. This allowed us to identify some areas to improve on which we have built into 2017's strategic direction. Past students were also surveyed to see if there was any other areas we could improve on.

#### *Staff Survey*

Staff feedback was sought on:

- EEO environment
- Well-being – NZCER staff wellbeing survey carried out
- Use of units

#### *Policy Review*

Policies are reviewed according to the *school docs* yearly schedule. Parents are notified via the newsletter of policy reviews and are given the chance to give feedback.

In 2016 there were several emergent reviews that occurred due to circumstances that occurred, e.g. climbing trees. All policy reviews are documented and shared with the BOT.

#### *BOT Review*

The BOT use a monitoring system where BOT members are surveyed after meetings to seek their feedback, e.g. *did the BOT genuinely add value to the school with this meeting?*

### *Strategic Review*

In 2016 we had five clear strategic goals. Each goal had a team leader attached to it and every staff member was on at least one strategic team. Each team was responsible for creating a vision and an action plan for their strategic area. Teams met at least twice a term and ran PD sessions with staff. Mid- year the team reflected and reported on progress. These reports were then collated into one overall report and this was shared with the BOT. The same reflection and reporting process was set up and followed for the end of the year. Next steps were identified which in turn led into 2017 strategic direction.

### *Student Achievement*

In 2016 we introduced having teams look at National Standard data and identify from it two target groups. Each team needed to write SMART goals for the target students and in turn identify and implement suitable interventions. These students were closely tracked by teams and formally monitored and reported on twice a year.

The BOT also received:

- An analysis of reading, writing and math easttle data for years 4-6
- STAR data was analysed and shared
- SENCO's identified a range of other interventions that are in place and shared this with the BOT.
- At the end of 2016 the BOT received a Reading Recovery report showing how many children had been through the programme in 2016
- Attendance was tracked and reported on twice a year
- Behaviour is always a priority so the BOT received a behaviour report at every meeting. This report identified trends and showed what interventions and supports were in place

### *Professional Development*

In 2016 we endeavoured to align all professional development to our strategic direction: all PD was linked to a strategic goal or an emerging need.

A highlight of 2016 was the staff trip to Melbourne where all teachers got the opportunity to look at modern learning environments and current pedagogy.

TRIPs formed a strong basis of teachers own growth as teachers. Teachers focused on an aspect of FFTL: each teacher implemented new strategies and practises reflecting on the difference it made to children's learning.

### *Staff Performance*

Staff performance is monitored throughout the year. At the beginning of 2016 teachers set goals for 2016 – these were based on

- Needs that had arisen from the previous year
- School wide goals aligned to strategic direction and
- Leadership or management responsibilities.

In term 2 all teachers had formal class observations and received feedback and next steps.

In term 2 and 3 all teachers carried out a spiral of inquiry linked to an aspect of FFTL (teachers reflecting and inquiring into practice - TRIPs). Teachers received feedback on these from senior management. A powerful aspect of these was sharing learning journeys with peers.

In term 4 attestation against Professional Standards occurred. This was a lengthy process as it involved looking at planning, assessments, reflections etc. Learning conversations also occurred with the appraiser.

We also have a system of gathering feedback from colleagues. All leadership staff received feedback from team members as a response to a questionnaire which went out. This helped develop some personal or leadership goals in 2016.

The principal had a 360 appraisal with feedback sought from staff and students.

In 2016 all senior staff had an e-portfolio set up for them to reflect and share evidence of them meeting *registered teachers criteria*. In 2017 this will be broadened and all teachers will have an online portfolio for appraisal.

## *ERO*

In November 2016 ERO visited for four days. Our systems and practices were shared and ERO gave us very favourable feedback. Our next review will be in three years' time.

<http://www.ero.govt.nz/review-reports/banks-avenue-school-15-12-2016/>

## **2016: Summary of Highlights**

### *Professional Development*

Teachers visited eight schools in Melbourne to look at future focused teaching and learning- July holidays. Strategic teams took responsibility for organising and running staff PD linked to their strategic goal. TRIPs – teachers inquiring into practice- these continue to improve each year. In 2016 the focus was linked to FCTL. We are beginning to work with Shirley Intermediate on moderation. Development of Otakaro Learner Profile was exciting. PB4L has been a major focus – values now well embedded across the school

### *Teaching and Learning*

All teachers now working collaboratively across the school in teams of two. CRT release was given in pairs so teachers can collaborate in school time. Additional CRT time given in term1 and term2. Support from a wide range of agencies and personnel.

ERO were here in term 4 – a very positive ERO report with three year review period.

Stronger focus on culture with a very successful cultural day – this will become an event we will have every two years. Student teachers across school add value. Deeper knowledge and conversations at teacher and team level about student achievement. Team's identified, tracked and reported on target children. Sign language has been adopted across the school – used in assemblies and in many classes. Opportunities to sign are sought.

### *School Initiatives*

School initiatives to support needs continued with: Figure It Out (EOTC intervention programme), Banks Ave mentoring programme (BAMP). PEER mediators reviewed and improved. School leaders group expanded to include two children from each class. Website continues to be current and up to date Introduction of TIQBIZ – tool to help communicate with parents. PTA has introduced a number of new fundraisers – major purchase during year was new rugby and soccer posts. BOT employed our own social worker one day a week – has provided much support.

Walkathon was a great fundraiser. ETAP year two – teachers now benefitting from how useful it is and how easy it is to work with. Media team capturing great moments across the school. Assemblies are child based and continue to attract lots of parents and lots of positive comments. End of year prizegiving revamped – very moving moments in year 6 leaving video. Stronger links with pre schools developed. Google docs embedded across school now.

### *Extra curricular*

BAS children get many additional opportunities in sports, music, science and the arts. After school sports teams: basketball and netball. Kapa haka group continues to be a positive. School choir very strong and performs in several out of school events.

### *Well-being*

Staff well being is improving. Each team has organised a social event for staff. Secret admirer fortnight was awesome and added to well being. Student and staff well being monitored formally ( NZCER surveys) and informally. Learning assistants feeling valued and included.

### *Whanau and BOT*

BOT strategic planning day in April and identified focus for next three years.

Strong conversations at BOT level about student achievement and interventions.

At BOT level a shift in focus from management to a learning focus; student achievement data at the forefront. PTA re-vamped.

Many opportunities for parents to be involved: junior reading and maths days, celebration evening, parent

mornings in Dudley. Parent evening on anxiety organised.

## 2016 – Time to Embed

2015 was year of major change on a number of levels so therefore it was important in 2016 to slow down to embed and refine some of our processes and practices.

### *What did we embed and refine in 2016?*

#### Staff

Wellbeing and relationship building has been a focus for a number of years. In 2016 an attempt was made to pass the ownership and the responsibility for staff wellbeing back to staff. Simple initiatives have helped with this:

1. Each team is responsible for organising a staff event each term.
2. Each team put on morning tea once a term
3. Secret admirer fortnight organised.
4. Impromptu staff outings organised.

NZCER survey introduced to track and monitor staff well-being.

#### Monitoring student progress

Passing the establishment of target groups and target students back to teams and individual teachers has built on the work that was done in 2015 where the use and types of assessment tools were focused on. These tools are now being used in a more purposeful way to identify needs and track progress.

Moderation was expanded to include Shirley Intermediate so we have a perspective of our student's progress from another view point.

New reports had been introduced at the end of 2015 so in 2016 we got the full benefit of being able to write these on ETAP.

Our focus in 2017 will be on refining the types of interventions we put in place for our students as well as building on moderation across schools.

#### Strategic direction

In 2016 the community was consulted with and the BOT and staff worked with an outside facilitator to decide on or strategic direction for the next three-five years. Out of this work came three clear strategic goals:

1. Active learners at the HEART
2. Connecting HEART of the community
3. Living HEART

Annual goals have been created under each of these strategic goals.

In 2016 strategic teams were set up in order to devolve leadership and have all staff play a part in moving us forward. Each team had responsibility for creating an action plan, running staff meetings, reflecting on progress and reporting it.

Under our strategic goal of *Cultural Responsiveness* we began to celebrate and recognise the rich mix of cultures that we have at BAS.

In 2017 the strategic teams will continue to function.

#### Collaborative practices

In 2016 we had all of our teachers working to one degree or another collaboratively with another teacher. This has allowed team agreements and ways of working to be negotiated and refined. After visiting Melbourne in July teachers came back motivated and fired up – keen to move further into collaborative teaching.

Teachers have embraced google docs as a way of sharing their planning both with staff and students.

We introduced the Hapara Dashboard in 2016. This has given some teachers the tool and opportunity to further refine how they track and monitor children within a collaborative space.

2017 will see these teaching partnerships further strengthen and develop.

### Classroom practices

Developing shared understandings about effective pedagogy and effective practices continued to be a focus in 2016. When we did class observations we noticed better use of learning intentions but found explicit feedback to students continued to be an area to work on.

In 2016 an *Otakaro Learner Profile* was developed: this profile has five key attributes and qualities of an effective learner.

- Self-management
- Self-regulation
- Perseverance and resilience
- Building positive relationships
- Developing a sense of curiosity and wonder.

In 2017 we will be explicitly unpacking self-regulating learning and enveloping explicit guidelines for effective classroom practices.

### Finance package

In 2015 there were a number of changes to our infrastructure across the school. In 2016 our final change was to introduce RECKON as a finance package to replace MUSAC. This is still a work in progress as we adapt processes and procedures to the programme.

### School programmes and Initiatives.

Needs across the school led to the introduction of some new school- based initiatives as well as the continuance of other initiatives that we began in 2015.

*Extra-curricular:* students at Banks Avenue School are offered a huge range of extracurricular activities: Kapa haka, choir, jump jam, net ball, basketball, gardening and science clubs, art and music lessons etc. Most of these activities occur in the lunch hour except for the netball and basketball which occur on Thursday evenings and Saturday mornings. There is also a weekly kiwi sport session after school one day a week. Full credit needs to be given to teachers for giving up their time and organising these activities.

*Figure it out:* this is an in school programme for senior boys who have behavioural or social needs. This programme ran for two terms. We would have liked it to have gone for three terms but a lack of external funding prevented this. In 2017 external funding will be sought earlier as well as building potential funding into our budget.

*Banks Avenue Mentoring Programme (BAMP):* A number of children need positive role models in their lives. Introducing our own mentor programme in 2015 was highly successful; 2016 saw this programme continue to grow and be embedded.

*School Social worker:* In 2016 the BOT paid for our own social worker for one day a week. This was hugely supportive and helpful for staff and for parents. We will continue to provide this service in 2017.

## Challenges in 2016

2016 was a much more settled year than 2015: there was less change and more opportunity benefit from changes that had been made in 2015.

### Behaviour

Behaviours across the school, at all levels, were extreme as were the number of children we enrolled with a number of learning, physical and social needs. However with some explicit interventions they were much more manageable than 2015:

- Values began to be embedded across school
- Employed social worker to support families
- Two DP's acting in shared SENCO role
- Sent two teachers on incredible year training

### Staff Relationships

For a number of year's staff relationships had been difficult and a lot of work had gone into setting up protocols and healing rifts.

2016 started by addressing head on some of the issues that had been plaguing staff. A series of negative statements from a staff survey were shared on our TOD and discussed. Our collaborative statement was broken down into clear explicit guidelines. Staff were given strategies and coached in dealing with staff who make negative comments. During the year a number of proactive statements were displayed in the staff room – all passing the responsibility for staff wellbeing back to the staff themselves.

By the end of 2016 there was a positive shift in the staff culture.

### School Environment and School Site

Our staff and community continue to be frustrated over the lack of a decision in relation to our new school. In term 1 we consulted with our community, giving them information on three options: Shirley Boys, Burwood Park and rebuilding on Banks Avenue. Our community opted to be rebuilt here.

The Ministry then came forward with additional information which showed we would be rebuilt as a considerably smaller school if we stayed on this site. This swayed the BOT into preferring Shirley Boys as a site. This information was conveyed to the MOE by term 3 however it still took until the end of term 4 to have it verbally stated that would happen. We wanted an announcement made before the end of 2016 to our community however that has not happened.

As we are not going to be rebuilt until 2019 with a move in date of 2020 we realised we had a lot of work to do to our current school in order to freshen it up for the next three years. Major painting was completed at the end of 2016.

## Looking Ahead 2017

Staff and senior management are excited and looking forward to 2017. We have a definite school site and a definite date to move. Great things are happening in classes and in teams. Positive behaviour for learning is beginning to have a positive effect on our school culture and our very positive 2016 ERO report shows we are on the right direction!

In 2017 we will continue to devolve leadership and responsibility for driving us forward; team and strategic leaders will hold greater responsibility for setting goals, running staff meetings and monitoring and reporting on progress.

Our major focus this is developing and documenting our school curriculum. This will be a focus under each of our five strategic goals.

All staff have an online appraisal site. This will be our first year using this to collect and share evidence and give ongoing formative feedback.

The work we will be doing toward self-regulated learning and self-regulated learners is exciting and has the potential to have a large impact on class programmes.

We will endeavour to limit the introduction of new initiatives in order to give staff quality time to be working collaboratively and trialling and reflecting on new pedagogies.



## 2016 National Standards Data

Writing	Well below		Below		At		Above		Total
	No.	%	No.	%	No.	%	No.	%	
<b>Male</b>	8	5%	58	34%	86	50%	19	11%	171
<b>Female</b>	1	1%	30	19%	111	69%	18	11%	160
<b>Total</b>	9	3%	88	27%	197	59%	37	11%	331
After 1 year at school	0	0	21	35%	39	65%	0	0	60
After 2 year at school	4	5%	16	21%	53	70%	3	4%	76
After 3 year at school	1	2%	11	27%	23	56%	6	15%	41
End of 4 year	1	2%	14	27%	31	61%	5	10%	51
End of 5 year	2	5%	13	29%	24	53%	6	13%	45
End of 6	1	2%	13	22%	27	47%	17	29%	58

Maths	Well below		Below		At		Above		Total
	No.	%	No.	%	No.	%	No.	%	
<b>Male</b>	6	3%	29	17%	97	57%	39	23%	171
<b>Female</b>	4	3%	29	18%	107	67%	20	12%	160
<b>Total</b>	10	3%	58	17%	204	62%	59	18%	331
After 1 year at school	0	0	15	25%	44	75%	0	0	59
After 2 year at school	2	3%	10	13%	49	66%	13	18%	74
After 3 year at school	1	2%	8	20%	22	54%	10	24%	41
End of 4 year	3	6%	14	27%	23	45%	11	22%	51
End of 5 year	1	2%	5	11%	28	62%	11	24%	45
End of 6	3	5%	6	10%	35	61%	14	24%	58

Reading	Well below		Below		At		Above		Total
	No.	%	No.	%	No.	%	No.	%	
<b>Male</b>	5	3%	33	19%	77	45%	56	33%	171
<b>Female</b>	2	1%	20	13%	71	44%	67	42%	160
<b>Total</b>	7	2%	53	16%	148	45%	123	37%	331
After 1 year at school	0	0	23	38%	35	58%	2	4%	60
After 2 year at school	3	4%	10	13%	27	36%	34	47%	75
After 3 year at school	1	2%	4	10%	20	48%	17	40%	42
End of 4 year	3	6%	3	6%	27	53%	18	35%	51
End of 5 year	0	0	6	13%	21	47%	18	40%	45
End of 6	90	0	7	12%	18	31%	33	57%	58

## Analysis of Variance

### What is a Student Achievement Target?

A student achievement target is a goal set for a particular group of children in each year. It could be a reading, writing or numeracy goal. The Ministry of Education requires all schools to send at least one student achievement target to them by the 1st March each year.

### What's New This Year?

Each team worked together to select two target groups for their team and then planned interventions. This enabled team leaders and teachers to identify individual students and take responsibility for the interventions they planned. Progress throughout the year for the targeted children was discussed and reflected upon. As well as the targeted groups of students, Teams looked closely at every child who was well below or below the National Standard in reading, writing or maths and recorded, not only what was stopping them from achieving the standard, but also what support was already in place.

### Overview of Our National Standard Reporting

- 2015 end of year school-wide assessment data is analysed at Senior Management level and at team level for reading, writing and mathematics. All teachers are involved in this process.
- Team Leaders with their teams look closely at their team's achievement data and select two targets for 2016. Target groups can be for remedial (students who were below the standard the standard) or for extension (child working at the NS who should be above the National Standard).
- Teams led by their Team Leaders plan interventions to assist students in reaching the set target by the end of the year.
- Interim Reports take place mid-year. During the term Team Leaders meet with their teachers and reflect on how their target students are going? What does the assessment say? Are our students on track to meet the targets by the end of the year? What is working? Going well? What needs to change? Is more intervention needed? Regular discussions also occur on the progress of the target groups at leadership meetings.
- at the end of the year assessment data for each target groups is analysed and teams reflect on whether or not the interventions have worked. Have the children achieved the targets? What's made a difference? Where to next? Analysis of Variance is completed for all targets by the Team Leaders with support from Senior Management.
- 2016 end of year school-wide student achievement data is analysed and target groups selected for 2017.

### Summary of End Year Progress Reports

#### Team Totara (Y0-2) – Reading S.M.A.R.T Goal (Target)

Below: Five students who were assessed as reading the National Standard after one year at school will have moved at least nine sub-levels in reading and will be reading the National Standard (beginning of Turquoise) by the end of 2016.

#### How are they going?

No. of chn	Left	Target Met	Did Not Meet Target
5	1	4	0

The data in the table above shows that four of the five students met the target and 1 student left the school.

### Interventions that made a difference

- 3 students received Reading Recovery. This made a significant difference as did having teachers that have been Reading Recovery trained and could provide targeted expertise daily in the classroom.
- Close liaison with parents, regular contact and discussion about their child.
- three of the children had their eyes checked. Two of them needed glasses.
- learning assistant support.
- Team Leader worked closely with these children on a weekly basis. Notes were taken for follow up discussions with teachers.

### Things that hindered progress

- 1 child appears to have dyslexic tendencies (suggested further testing when 7.5).

### Next Steps

- These four students need instructional teaching on a daily basis for some time to reinforce and monitor use of strategies. They will need to be closely monitored and prompt action taken if progress slows. One student is very anxious so will need a gentle approach from next year's teacher.
- One boy is to be assessed for dyslexia mid 2017 as this is in the family.
- Reading Recovery needs to continue in the school.

### Team Kahikatea (Years 2-4)

S.M.A.R.T Goal (Target) – Reading below: 10 Year two children who are currently assessed as achieving below the National Standard in reading will be achieving at the National Standard by the end of 2016.

S.M.A.R.T Goal (Target) - Writing below MoE Target 11 Year three students who were assessed as achieving below the National Standard in writing at the end of at 2015 will be achieving the National Standard by the end of 2016.

#### How are they going?

Target	No. of Chn	Left	Target Met	Did Not Meet The Target
Reading	10	4	5	1
Writing (MoE)	11	1	3	7
<b>TOTAL</b>	<b>21</b>	<b>5</b>	<b>8</b>	<b>8</b>

### Reading Target Results

For the reading target, the data in the table above shows that 5 of the 10 students met the target, 1 did not and 4 students left the school. Two students received Reading Recovery, one student had ESOL lessons and one student's reading improved significantly after it was identified that glasses were needed. The one student who did not meet the target made gains in learning and has been working with an RTLB (Resource Teacher of Learning and Behaviour). Also throughout Term 4 this student received daily Learning Assistance time for reading and writing. It has just been identified that glasses are needed so this should make a significant difference to the student's learning in the future.

### Writing Target Results - MoE Target

For the writing target, the data in the table above shows that 3 of the 11 students met the target, 7 did not and

1 student left the school. Of the 7 who did not meet the target?

- 1x student is ESOL and has made good progress but is not yet at the target
- 1x student has dyslexia in the family and has also made good progress but not quite met the target
- 1x student has had major medical issues
- 4x students have made improvements in their writing but didn't reach the target.

*Interventions that made a difference for reading/writing*

- Reading recovery.
- Teacher training in the Yolanda Soryl programme.
- Learning Assistant time
- Collaborative teaching-target students received more teacher time.
- Extra phonics lessons
- Close monitoring of the children's progress through teacher daily reflections and during Team meetings.

*Things that hindered progress for reading/writing*

- Interventions that were 'business as usual'.
- Teachers focusing too much on surface features.

*Next Steps*

- More professional development in the teaching of writing, in particular learning intentions, success criteria and feedback and feedforward.
- Interventions are not to be business as usual. Looking at more innovative practice.
- More moderation across the Team and school.
- Look at mixed ability groupings rather than ability groupings.

**Team Miro (Years 4-6)**

S.M.A.R.T Goal (Targets) Writing below: **MoE Target** Nine Year 5 students who were assessed as achieving below the National Standard in writing at the end of 2015 at will be achieving the National Standard by the end of 2016.

S.M.A.R.T Goal (Targets) Writing – Extension: To move 12 students across Years 4 - 6 who are currently achieving the National Standard in writing to above by the end of 2016.

*How did they go?*

Target	No. of Chn	Left	Target Met	Did Not Reach The Target
Writing - MoE	9	0	3	6
Writing	12	0	6	6
<b>TOTAL</b>	<b>21</b>	<b>0</b>	<b>9</b>	<b>12</b>

*Writing Target Results -Below to At:*

For the writing target (below to at), the data in the table above, shows that 3 of the 9 students met the target and 6 did not. All 6 students made progress but not accelerated progress. 1x student is very close to meeting the target. Of the 6 students:

- 1x student was assessed during the year as having dyslexia. This child's eyesight is also of a concern and both mum and sister wear glasses. This has been discussed with the family all year but the child is yet to get eye sight tested.
- 1x student needs a diagnostic assessment and this has been recommended to the family but is yet to take place.
- 1x student was assessed by Seabrook McKenzie and has specific learning needs. This student now works on a device which allows writing to be legible.
- 1x student has ADHD and balancing medication has been difficult this year. This has had a big impact on learning.
- 1x student is ESOL and is very close to meeting the target
- 1x student has learning needs and lacks motivation to write.

#### Writing Target Results - At to Above:

For the writing target (at to above), the data in the table above, shows that 6 of the 12 students met the target, and 6 did not. Of the 6 who did not met the target:

- 1x student is very young and would have if in the correct class, i.e., should be a year 5.
- 5x students have made progress but not accelerated progress (more than a year)

#### Interventions that made a difference

- Specific Teacher Aide targeted to writing group
- Christchurch School of Young Writers workshops that all target children participated in increased motivation
- More 1:1 teacher time
- Support from Learning Assistant-double dipping-twice daily writing sessions.
- Target students receiving increased teacher time.

#### Things that hindered progress

- Lack of moderation of the writing pieces for some target writers.
- Confusion with teachers over what 'accelerated' progress means.
- Interventions are business as usual for some target students.
- Parents not following up on specific learning difficulties
- Medications for ADHD not working consistently
- Attitude of writers. They don't see that there is an issue or a need to improve, lack of motivation to complete the work.

#### Next Steps

- Look for ways in which we can motivate reluctant writers-especially boys.
- Look for ways to give parents options on how to pay for the costs of assessments.
- Develop a deeper understanding throughout the team on what accelerated progress means and putting in place interventions that are 'not business as usual'.
- Moderation to take place across team and school

#### Summary of Overall Data

From a total of 47 students, 21 have met the target 20 have not and 6 children have left the school. With focusing on small groups, we would expect a higher number of students to have met the targets set than this. There is a bit of work to do in ensuring SMART goals are set, interventions are innovative and the progress of these students reflected upon and monitored throughout the year. A highlight for 2016 has been that through this process identifying what was stopping some students from achieving was found. For many this was a

sight problem and for others a specific learning need was identified, once they were assessed by an outside agency, e.g., Seabrook McKenzie. Finding out what the 'issue' is should allow these students to make better learning gains next year. They will continue to be monitored. For 2017, we will be looking deeper into what type of 'interventions' will help fill the learning gap. For some of these children the daily classroom programme hasn't worked so interventions need to be more specific to their needs and resourced accordingly.

## Assurances

### EEO ( Equal Employment Opportunities)

The school adheres an EEO policy. All staff are surveyed during the year and a report is compiled for the Board. There were no issues identified in 2016.