|  |  |  |  |
| --- | --- | --- | --- |
| **School Name**: | 1277 | **School Number**: | Flat Bush School  |
|  |
| **Strategic Aim**: | All students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to expected progress levels . In line with Ministry of Education expectations, we aim to have 80% of Flat Bush School students at or above the expected progress levels in Reading, Writing and Mathematics by the end of 2021. |
| **Annual Aim**: | 80% of all students to be At or Above expected level in Reading, Writing and Mathematics |
| **Target**: | **WRITING** 1.Whole School: move from 56.6% Below or Well Below to 80% At or Above expected progress level1a.Year 5 Māori and Pasifika Male and Female students: move from 63.1% Below or WB to 80% At or Above expected progress level**READING**2. Whole School: move from 68.2% At or Above to 80% At or Above expected progress level2a. Year 2 Māori and Pasifika Male and Female students: move from 54.7% Below or Well Below to 80% At or Above expected progress level |
| **Baseline Data**:  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Charter Target** | **Group** | **End of Year****2017** | **End of Year****2018** | **Shift** |
| **1.Writing** | Whole School | 56.6%%At or AB | 57.4% | Increase .8% (+) |
| **1a.Writing** | Year 5 Gender: Male and FemaleEthnicity: Māori and PasifikaTargeted group: Year 5 Māori and Pasifika students Below expected progress level in Writing | 63.1% Below or WB | 51% Below or WB | Decrease 9.9% (+) |
| **2.Reading** | Whole School | 68.2% | 67.0% | Decrease by 1.2% (-) |
| **2a.Reading** | Year 2Gender: Male and FemaleEthnicity: Maori and PasifikaTargeted group: Year 2 students achieving below expected progress level in Reading | 54.7% Below or WB | 68% At or Above | Increase by 22.7% (+) |

 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Actions*****What did we do?*** | **Outcomes** ***What happened?*** | **Reasons for the variance** ***Why did it happen?*** | **Evaluation** ***Where to next?*** |
| **WRITING**Flat Bush School recognised the value of continually up-skilling staff and has a commitment to high quality professional development. We were very involved with learning experiences outside the classroom, including inquiry throughout the process.Our Speaking, Writing and Presenting curriculum leader was appointed in Term1,2018. Practice Analysis Conversations began with a buddy/in teams and also with our Associate Principal.The Writing Action Plan was reviewed, and work started in creating an on-going development of benchmarks for student achievement in line with the, Literacy progressions and the New Zealand Curriculum. (2019). We Obtained data on student achievement via diagnostic testing E-AsTTle. Analyse written work samples according to E-AsTTle matrix. Time 1 goals in Writing were created with students to prepare for Goal setting evening. Each teacher designed and implement a programme catering specifically to the needs of their students based on the data.Regular conferencing with students and using data to inform and co-construct learning intentions and success criteria with students. Teachers modelled correct writing (shared book, E-AsTTle and National Exemplars, LLP).Students were given daily opportunities to write with clear learning focus, feedback and next steps. Included in this were Learning experiences outside the class. The Senior Management Team analysed student data across strands and cohorts at the end of the year and identified areas for improvement in 2019Junior Teachers met with colleagues from local schools to share Literacy Resources and to collaborate on what good practice looks like in each of their schools. These meetings took place once in Terms 1-3. All classes in Yrs 1-2 were provided with access to 8 Ipads and all classes in Yrs 3-6 had 25 chromebooks**READING**We provided the opportunity for teachers to use TAI to source high quality professional development. Our Listening, Reading and Viewing curriculum leader appointed in Term1, 2018. Teaching teams analysed, discussed and planned to meet the needs of target group students throughout the year. Year 1-3 students assessed twice a term using ECPL (Early Childhood Progress in Literacy) processProvided Learning Experiences Outside the Classroom L.E.O.T.C including Inquiry throughout the process. Students who were achieving above the standard in reading language were given extension opportunities, often integrated within Student Inquiry.The Working Together programme is well established in our school and supports learners in their first 40 weeks at school. The Reading Action Plan was reviewed and works started in creating an on-going development of benchmarks for student achievement in line with the Literacy progressions and the New Zealand Curriculum(2019).Junior School Team Leader released to support learning in all Junior classes through a series of observations/modelling and coaching. We gathered data on student achievement via diagnostic testing, PROBE/STAR, cyclical running records. Each teacher designed and implemented a programme catering specifically to the needs of their students based on the data. Regular conferencing with students and using data to inform and co-construct learning intentions and success criteria with students. We aimed to raise achievement using National formative testing tools; Time 2/3 data collected and analysed by the Senior Management Team.Teachers modeled correct Reading comprehension strategies using skills developed through PLD e.g. activating prior knowledge, summarising etc. Students were given daily opportunities to read with clear learning focus, feedback and next step. Including Learning experiences outside the class.Teachers selected Target Groups in Reading that are Well Below/Below the NS in Reading. Ensure these groups are given every opportunity to accelerate in their progress (more than 1 year) across the year.We trialed the Lexia Reading programme with a small group of ICS (Intensive Class Support) learners, recommended by the RTLB service as a programme that is able to provide supplementary support for at risk learners. At the end of 2018 after reviewing this programme we made the decision to use Lexia as part of supporting our 2019 Year 6 cohort. To do this we would also be releasing a teacher to deliver Lexia and to be our Reading Recovery Teacher. | A small shift in Writing across the whole school in 2018. We made close to a 10% shift in our Year 5 cohort, this will still need to be a focus in 2019 as we prepare these leavers to exit our school.63.0% (40/63) of students after 2 years at school At or Above the expected achievement level in WritingEnd of year data in 2018 displayed that we have made a small shift back in reading. 2018 End of Year data showed 67.0% of all FBS learners At or Above expected level in Reading, a shift back of 1.2% from 2017. Although the target of 80% was not met we can still highlight;* *82.0% (64/78) of our Year 3 students At or Above expected achievement level in Reading*

Staff were kept informed of relevant professional development offered. Curriculum Leader created the Action Plan for 2018Time was allocated in staff and team meetings to discuss Literacy programmes, individuals needing enrichment or extension, research and best practice models. Reading support available to accelerate their progress student progress through Reading Recovery use of Repetitive Reading and focus on high-frequency sight words.Shared in learning experiences through the Inquiry process for report and recounts involved with the learning experiences.Set up an extension and enrichment programme to develop these student’s abilities.Lead Teacher to continue promoting both programmes to our school community and to provide Reading Together Workshops in 2019 | A reason for this could be the large number of new admissions to our school in 2018 (189) versus withdrawals (109).Each new learner arrives with their own particular set of skills and needs.In 2018 more teachers had Writing as their TAI focus than in 2017, especially in the Senior (Y5-6) team.Teachers who attended PLD workshops shared resources and best practice with colleagues from all year levels.In 2018 less teachers had Reading as their TAI focus than in 2017.However Junior Team teachers ECPL results tracked Target learners across the year.We had two teachers sharing the Reading Recover role as well as a classroom. There were some challenges unique to this dynamic and in reflection the SMT feels that this role is better suited for one person full time rather than two part time.Feedback from Junior Team Leader’s observations/modelling and coaching contributed to positive shifts by the Year 2 cohort. | Upon analysis of end of year results across the school and shifts that were made the Senior Management Team (SMT) have agreed that the next step for our school is to build teacher capability in using assessment for learning.Current teaching practice is missing clarity for both the teacher and our learners. Alignment of what is being taught and why will help to build student efficacy as well as student agency. This work will be the focus for our 2019 PLD with Evaluation Associates and we secured hours to make this happen. We will also look to strengthen the working relationship with our Kāhui Ako colleagues as we look at best practice in the teaching of Writing.Upon analysis of end of year results across the school and shifts that were made the Senior Management Team (SMT) have agreed that the next step for our school is to build teacher capability in using assessment for learning.Current teaching practice is missing clarity for both the teacher and our learners. Alignment of what is being taught and why will help to build student efficacy as well as student agency. This work will be the focus for our 2019 PLD with Evaluation Associates and we secured hours to make this happen. We will also look to strengthen the working relationship with our Kāhui Ako colleagues as we look at best practice in the teaching of Reading.In 2019 this to be extended out to include the Reading Together programme. |
| **Planning for next year**: |
| The Writing and Reading Action Plans were reviewed and work started in creating an on-going development of benchmarks for student achievement in line with the Literacy progressions and the New Zealand Curriculum (2019). These Curriculum Implementation Plan documents will be introduced at the start of Term 1, 2019.Working Together Lead to be released from full time classroom teaching duties, with a .8 role in 2019 assigned to Working Together.Included in the Working Together role will be the responsibility to deliver the Reading Together programme twice for our whanau in 2019.Reading Recovery to be delivered by one teacher, no longer two teachers sharing a classroom. This teacher to deliver the Lexia programme to our Year 6 students. |