

Analysis of Variance Reporting



School Name:	Little River	School Number:	3418
Strategic Aim:	<i>Opportunities to Shine - Finding ways to showcase our talents and be celebrated for our unique abilities.</i>		
Annual Aim:	<p><i>Raise achievement and enjoyment in writing for pupils achieving under their expected curriculum level.</i></p> <p><i>Significantly improve writer competence as well as attitude to being a story teller in the written form.</i></p>		
Target:	<p>Annual Target:</p> <p><u>Where do we want to be at the end of 2018?</u></p> <p>22 pupils from Yr2-8 who in September 2017 were graded 'below or well below National Standard, will be supported to develop their writing skills in the genre of Retelling.</p> <p>They will be coached to develop oral stories to a written form.</p> <p>This group includes our priority learners; boys, those with specific learning needs and Māori learners.</p> <p>Students who are working from IEP plans will be encouraged to make specific progress in their narrative writing and an attitudinal shift in the way they use writing to express ideas and themselves as authors of stories.</p> <p>Members of peer groups not part of this target will participate in the experience and are likely to benefit from precision teaching shared writing or mentoring moments.</p> <p>We want our reluctant writers to end the year feeling that they can express their stories well in the written form, as well as having greatly developed writing skills and a much improved attitude about their writing abilities.</p>		

Baseline Data:

	Baseline T4 2017	2018 - after Term 1	2018 - after Term 3
Total	23	11	4
Boys	17	7	3
Girls	6	4	0
Māori	8	5	1

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>1) Writing target developed for known and new pupils, identified by previous data and incoming records. Details of Writing target confirmed with BOT and Staff</p> <p>2) Pupil's achievement reporting without National Standards framework completed.</p> <p>3) Design of Story tellers project completed with staff</p> <p>4) Story Tellers Project initiated</p> <p>5) Story Teller visits</p> <p>6) Creating</p>	<p>1) The target group was confirmed following term 1 reporting as 23 pupils, 17 boys, 6 girls, 8 Maori. Baseline writing samples from their books were collected from term 1 and 2. The target group has been put into three smaller groups for easier working sessions.</p> <p>2) In class work from teachers has focused on writing processes, managing self (writer discipline) exposure to a range of genre and writing from experience. Target group members do receive greater attention and some learning support, from teachers or teacher aides. Some are involved with specific literacy programmes too like Early Words or Steps for Literacy.</p> <p>3) A NZ author is expected to visit week 3 term 3 to share the process he went through turning an experience into a book. The approach of 'making a story' from experience through oral retelling toward a real book has been introduced to members of the target group, early term 3.</p> <p>4-5) ICT supports are employed to support the generation or research or sharing of writing. for example use of</p>	<p>1-2) <i>Barriers to progress: Time for this group to focus on specific target goals. Term 2 was dedicated to the Production of Peter Pan. While writing continued, there was little time for the groups to be taken out of their classes for specific target activities. In noting this, the production experience has been beneficial as an experience to write about.</i></p> <p>3-4-5) 18 of potential 24 worked with Rob Murfitt as visiting author 24th Aug to practice sharing a story about an experience. These were filmed and the children did picture plans. 9 senior pupils of our target group also worked with Craig Smith (visiting author/musician) to learn how stories can be told using song and humour.</p> <p>6) Drafting of the target groups stories has not begun. A possible publishing method using apple's iBooks could work for us. https://support.apple.com/en-nz/HT201183 other publishing options were focused on photo books and quite expensive.</p>	<p>6) Next Steps: Evaluate their writing samples against writing assessment examples to set a level, get a record of their oral stories. Develop their stories toward a published collection.</p> <p>6) Development of the target process to fit best with individual children's writing issues.</p> <p>It was apparent early on that those identified did have writing production difficulties, but few had problems with expressing ideas verbally. Not a barrier, but a change, was the move from use of National Standards to Curriculum Expected Levels to grade children's progress.</p> <p>Next Steps: to complete the story to book process for pupils in this group next year. Continue to develop writers as storytellers first and to introduce role models for all pupils who have made their own stories into published books.</p>

iPad's for writing - introduction to word processing (typing, printing)
 Chromebooks for researching, writing and use of Google docs for writing and saving/sharing work from the Cloud.

Barriers to progress: Time for this group to work together or as levelled groups outside their normal class programmes.

Planning for next year:

Several next steps are to be carried over from this target into the next achievement target for the writing group in 2019 to complete their stories to a book project.

Continued monitoring of writers 'at risk' from year 2 onwards.

A school wide lift in reported achievement for writing was evident in the term 3 written reporting as shown in the chart below, illustrating % of whole school roll 'At or Above' National Standard for Writing.

*Note: the change in reporting to reflect progress measured against the expected curriculum level from the NZ Curriculum, where as previously measured using the terms of the National Standards.

Writing	2013	2014	2015	2016	2017	*2018
All	85	83	85	81.8	76.7	92.1
Girls	86.6	87.5	88.9	88.2	86.9	100
Boys	82.5	76.2	79.6	74.5	65	82.2
Māori	66.7	53.8	60	61.6	53.8	89.4

BOT: Presented 25th Feb 2019.