

# Student Achievement Targets 2017

## Rewa Rewa School

<b>Strategic Goal</b> To facilitate high quality teaching and learning of the NZ Curriculum through the provision of well planned programmes which are designed to assist all students to reach AT National Standard by their anniversary date.	Curriculum Area <b>Literacy: Reading</b>																																	
<b>Annual Target</b> <ol style="list-style-type: none"> <li>1. Accelerate students who are working at Below the National Standard.</li> <li>2. All Maori students achieving the expected National Standard by their anniversary date.</li> <li>3. To increase the number of students working AT to Above the National Standard in reading.</li> </ol>	<b>Priority Student Groups</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Gender</td> <td style="width: 10%;">All</td> <td style="width: 10%;">√</td> <td style="width: 15%;">Boys</td> <td style="width: 10%;"></td> <td style="width: 10%;">Girls</td> <td style="width: 10%;"></td> </tr> <tr> <td>Ethnicity</td> <td>All</td> <td>√</td> <td>Maori</td> <td>√</td> <td>Other</td> <td>ESOL</td> </tr> <tr> <td rowspan="3">Year</td> <td>All</td> <td>√</td> <td>Yr 1</td> <td></td> <td>Yr 2</td> <td></td> </tr> <tr> <td>Yr 3</td> <td>√</td> <td>Yr 4</td> <td></td> <td>Yr 5</td> <td></td> </tr> <tr> <td>Yr 6</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Gender	All	√	Boys		Girls		Ethnicity	All	√	Maori	√	Other	ESOL	Year	All	√	Yr 1		Yr 2		Yr 3	√	Yr 4		Yr 5		Yr 6					
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<b>Background:</b> The November 2016 school-wide data indicates that 79.6% of all students are achieving At or Above the National Standard in Reading. Although this is similar to the achievement made in 2015 (80%) there has been an increase in the number of students who are working at Above the National Standard 28 students to 34 students (6% increase). In 2014 we had 76.9% working At or Above in Reading. We have the same number of students working at Below the National Standard in 2016 as we had in 2015 (14 students) with a similar number of Maori in this group ( 4 in 2016 and 5 in 2015) and the same number of Pasifika students (2 in both 2015 and 2016). The largest number of students working at Below are in year 2 (8 students) with the other year groups ranging from 1 – 3 students. 6 of these students were identified in year 1 as requiring support and have made accelerated progress, with 4 of these students now reading only 1 reading level below AT. There are 6 girls and 8 boys working at Below. 4 Maori students are working at Below with 2 Pasifika and 2 ELL funded students. 15 Maori students are working AT, 3 Maori students are working Above and 1 Maori student is working Well Below. 3 of the 14 below students did not start their schooling at our school. Our Asian students have the highest numbers working in Above (15 students or 57% of their group). This year's data supports that we require a further year of consolidation for the target students whom we identified so we will be retaining the goals that we set last year to continue accelerating them.																																		
When?	Who?	Resources																																
Term 1-4	Class teachers Tchr Aide Principal	Well planned programmes with regular guided and instructional reading lessons. Differentiated reading instruction to meet the needs of all students. ESOL funding (TA). Authentic learning experiences that support shared oral / reading opportunities. Moderation and OTJ discussions scheduled into staff meetings.																																
Terms 1 - 4	Class teachers Tchr Aide Parents Outside experts Principal	Resourcing: Use the 0.8 teacher to assist with reading programmes at the yr 0 – 4 level. TA support for ELL students and those with special learning needs. Ongoing professional development & support for NE resource teacher such as Early Words, Discovery Programme – oral language. Intervention strategies for junior students including: <ul style="list-style-type: none"> <li>• TA / additional teacher support</li> <li>• Reading Together tutor programme for target students</li> </ul> Outside assistance e.g. parent buddy readers																																
Terms 1-4	All teachers Principal PLD facilitator	Teaching as Inquiry approach to encourage reflective practice / trialling different strategies to find more effective ways of progressing outcomes.																																
<b>Initial Data</b> Nov OTJ data 2016	<b>Goal 1:</b> There are 14 students working at Below with 3 students at Well Below. 4 of these are Maori students. 8 Below students are in year 2 with the other 6 students working at Below in the following years: yr 1 2 (1 Pasifika), yr 3 1 , yr 4 3 (3 Maori). No year 5 or 6 students are working Below. 3 out of the 14 students did not start their schooling at our school. <b>Goal 2:</b> 4 out of 14 Maori students are working Below. 3 of the 5 students are in yr 4 and 1 is in year 2. In the year 0 group, yet to enter the data, the only 2 Maori students are working AT the NS. <b>Goal 3:</b> Currently 32 students are working AT and 34 are working Above. This includes 12 out of 23 Maori students AT (52%) and 6 Above (26%) which is 78% in total.																																	
<b>Final Data</b> Nov 2017 Analysis																																		

# Student Achievement Targets 2017

## Rewa Rewa School

<b>Strategic Goal</b> To facilitate high quality teaching and learning of the NZ Curriculum in writing through the provision of well planned programmes that are designed to assist all students to reach AT National Standard by their anniversary date.	Curriculum Area <p style="text-align: center;"><b>Literacy: Writing</b></p>						
<b>Annual Target</b> 1. Accelerate students who are working at Below the National Standard. 2. All Maori students achieving the expected National Standard by their anniversary date. 3. To increase the number of students working Above the National Standard in writing.	Priority Student Groups						
	Gender	All		Boys		Girls	
	Ethnicity	All		Maori	√	Other	ESOL
	Year	All		Yr 1		Yr 2	√
Yr 3			Yr 4	√	Yr 5	√	
Yr 6							
<b>Historical Position</b> Writing has been a focus area during 2016 for teacher development. As part of our teaching as inquiry process we have unpacked what we do and how we do this, both in classrooms and school-wide. Teachers have focussed testing the validity and reliability of the writing tools that we use to assess writing. We introduced the eAsTTle standardised tool to moderate our writing samples against as well as our outside PLD facilitator and his colleagues. Whilst most of our samples were within a sub level, we were surprised that some achieved a higher levelling through eAsTTle. We have decided to trial using eAsTTle in 2017 alongside our school writing matrix. We introduced series of observational lessons which have encouraged teachers to share their inquiries into target students and develop their own practice. We will continue with this process in 2017. During the year we recognised that a large group of year 3 and 4 students were struggling with their writing. Although this group have also had several changes in teachers during the second half of the year, we have applied a very targeted approach to their writing programme however and the results are starting to show that most achieved AT by the end of the year. We will need to continue to support this group throughout 2017 to maintain their progress. Of the 7 year 2 group who were identified at the start of the year as needing support with their writing, 3 are now AT with the other 4 students only 1 sublevel from AT. 3 students have joined the year 2 Below group this year, 1 is new to our school in term 4 and the other 2 students were identified as year 1 who would need to be targeted. Their progress has been very carefully monitored and tracked, and progress is being made. We were unable to offer additional support writing withdrawal programmes due to a lack of resourcing however in 2017 we are planning to use our 0.8 teacher to work with the year 1 – 4 writers, and class teachers, as from term 1. In 2017 we have been accepted onto Phase 2 of the Joy Allcock SHINE writing programme designed to accelerate Maori writers in particular. Two of our teachers will be attending PD to assist with the delivery of this programme. There are no significant differences between gender groups at any of the National Standard levels. Maori (7) and European (8) groups have the largest number of Below students. Only 1 student is Well Below. Our end of year results show that we have 72% students working At or Above the National Standard. This slightly lower than last year's data (76%) however we expected this to happen for several reasons. Professional development targeting how we teach and assess writing has made us more confident that we are now accurately levelling writing – we believe that by using eAsTTle in 2017, ensuring that writing programmes are robust and continuing to put resourcing into writing, our results will start to show more success over time.							
When?	Who?	Resources					
Terms 1-4	All teachers principal Outside experts	Regular, quality writing programmes delivered. Clear learning intentions in planning and student workbooks. Regular observations of teachers teaching writing and reflecting on their change of practice. Student reflections / peer review against writing rubrics. A range of assessment including well evidenced, quality tools such as eAsTTle.					
Terms 1-4	Junior teacher Principal Parents	Use a range of authentic teaching experiences including oral language, trips, technology and science. Close liaison with Maori parents to support them to support their children. As above.					
Terms 1 - 4	All teachers Experts	Literacy experts such as Sheena Cameron, literacy advisors, other schools. Through the learning progressions identify next steps for learners.					
Terms 1-4	All teachers	Teaching as Inquiry to encourage reflective practice / trialling new ideas that accelerate progress and identifying changes in practice that assist with positive learning outcomes.					
<b>Initial Data</b> Nov OTJ 2016	<p><b>Goal 1:</b>                  There are 22 Below students, 7 of whom are Maori, 3 Pasifika, 4 Asian and 8 European/Other. 14 students need to move 1 sub levels to reach AT however they will need to be accelerated in 2017 to reach their next AT level. Of the 22 Below 7 of these will be in year 2 with 4 in year 4 and 5 in year 5. All of these students have needed a lot of support this year to make the progress that they have made and we predict that this will be the case again in 2017 as they strive to reach the next year level's National Standards. Several students have high learning needs or are ESOL.                  We are hopeful that the SHINE PD will assist teachers by teaching them new strategies for achieving success with the acceleration of our writers.</p> <p><b>Goal 2:</b> There are 7 Maori students (who are working Below in yrs 2 - 6. One is a year 6 student and will be leaving at the end of the year. 2 Pasifika students are working Below All of the students for this goal will need a very targeted programme which works to accelerate all of these students at least 2 – 3 sublevels, if they are to reach AT the National Standard.</p>						

	<p><b>Goal 3:</b> There are 11 students currently Above, double the number from the 2015 data. Of these 2 are Maori, 2 are Pasifika, 6 are Asian and 1 is European. Of these students, 5 will have left at the end of 2016.</p> <p>There were no noticeable differences between gender groups. The highest number of students at Above in a year group were in yr 6, 3 of whom were Asian.</p>
<p><b>End of Year Data</b> <b>Nov OTJ 2017</b></p>	

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<b>Annual Target</b> 1. To accelerate the students who are Below to achieve more than the expected rate of progress towards At the National Standard. 2. To accelerate all Maori students who are Below to achieve more than the expected rate of progress towards At the National Standard. 3. To increase the number of girls who are achieving AT to Above.	Student Group						
	Gender	All		Boys		Girls	√
	Ethnicity	All		Maori	√	Other	
	Year	All	√	Yr 1		Yr 2	
Yr 3			Yr 4		Yr 5		
Yr 6							
<b>Historical Position</b> The end of year data in 2015 improved by 11% to 85% from the previous year. 2015 was a year when the staff received intensive PLD support from the MOE leadership and assessment contract. During 2016 we continued to use our new learning and shifts in teacher practice to support our maths programmes. By the end of the year we had 80% working At or Above the National Standard which although slightly lower than the previous year, is within the expected range. Our Maori students data indicates that 73% are working At or Above, with 4 students at Above. There is an interesting trend in the Above category in 2016 with more than double of the students being boys rather than girls (15:6). During 2015 the data showed that both girls and boys were similar numbers (8:6). 25% of our students in 2016 are working Above.							
What?	When?	Who?	Resources				
Classroom programmes that specifically target underachieving students, including Maori, and those working at Below / Well Below.	Terms 1-4	All teachers Principal	Resources developed by teachers to support programmes. Regular teaching and analysis of next steps required so progress can be made. Clear learning intentions. Home & school partnership.				
Regular analysis of assessment and monitoring. Focus on coverage of all strands and numeracy strategies / knowledge throughout each term.	Terms 1-4	All teachers	Use snapshot assessment tools to regularly assess student capabilities against the standards.				
Teachers' appraisal goals will link to target students.	Terms 1-4	All teachers Outside experts	Use a 'teaching as inquiry' model to reflect on and enhance current practice. Resources to assist teacher practice aimed at producing improved end of year outcomes.				
<b>Initial Data</b> <b>Nov 2016/ OTJ data</b>	<p><b>Goal 1:</b> 13 students are Below. These include 6 males and 7 females. 4 of these students are in the year 5 group, and the other 9 are spread evenly between yr 1 -6. 2 yr 6 students will leave the school at the end of this year. For the remaining 11 students, each one will need to make 2 sub levels progress to reach AT.</p> <p><b>Goal 2:</b> Of the 23 Maori students – 4 are Above, 13 are At and 5 are Below and 1 Well Below. The 5 Below include 2 yr3, 1 yr 4, 1 yr 5 and 1 yr 6 student. The yr 6 student will leave at the end of the year and the 4 remaining Below students will be 2 sub levels from AT in 2017.</p> <p><b>Goal 3:</b> Currently there are 15 boys (33% of boys) Above and 6 girls Above (15% of girls). In the previous year there were 8 boys working Above so these numbers have doubled however the girls have remained at 6 students. Two of the year 6 girls and 1 year 5 girl will be leaving at the end of 2016 reducing the number who are Above to 3 students. However there are 23 girls working AT who have the potential to move into the Above category.</p>						
<b>Final Data Analysis</b> Nov 2017							

