

School name: Plateau School

School number: 2959

Focus: Numeracy

Strategic Aim: **1 Student Learning**

Our Focus in 2015:

- Raising Student Achievement.
- Identifying and supporting our Priority Learners ¹ and their caregivers.

Annual Aim:

To raise the rate of progress for all students deemed at risk of not achieving at the level of the National Standard for Mathematics

Analysis of schoolwide Maths data from OTJs identified some concerns in the OTJ "After 2 years at school" cohort, "After 3 years at school" cohort and "At the end of Year 5" cohort as well as our Maori students and our Female students:

¹ Priority Learners are those students who are achieving below National Standards.

Target:

The group of students working below the standard in 2014 will have made more than one years progress and will be ready to move to working at or above the standard in 2015 Year 3, 4, 6 and Maori and Female cohort OTJs.

Baseline data:

After 2 year OTJ:	29 % below
After 3 year OTJ:	32 % below
End of Year 5 OTJ:	35 % below
Maori students OTJ:	30 % below or well below
Female students OTJ:	29 % below

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>From 2014 data decide on the Priority Learners in Maths</p> <p>Analysis of assessment data of PLs to look at specific needs</p> <p>Plan maths evening at school for parents to help support them with helping their children at home (target PL parents)</p> <p>Work with parents and families around ways to support students' learning so that parents can be more confident in helping their children and communicating with teachers, who then personalise the teaching programmes</p> <p>Monthly monitoring meetings to discuss progress of target students</p> <p>Teacher Inquiry focussed on PL with Numeracy needs</p>	<p>After 3 year OTJ: 17.5 % below</p> <p>End of Year 4 OTJ: 35% below</p> <p>End of Year 6 OTJ: 21% below</p> <p>Maori students OTJ: 22 % below</p> <p>Female students OTJ: 25 % below</p>	<p>There are some very strong results in Numeracy during 2015 and reflect the work done as part of our PD with Julie Roberts and the Teacher Inquiry work done by our teachers. The Year 4 cohort is of concern as they have increased the percentage of students who are below the standard. That group will become our focus group for Numeracy in 2016.</p>	<p>The cohort of students at Year 5 (2016) will need special emphasis to ensure their maths results are a real focus. This will involve deep analysis of there areas of need with a carefully designed programme put in place to raise their achievement levels.</p> <p>Our female cohort while improving by 4% to 25% Below the Standard are still of concern and we will put actions in place in the Annual Plan to remedy this.</p>

<p>Identification of maths groups for group teaching</p> <p>Numeracy Pd provided by Julie Roberts based on whole school needs</p> <p>Moderation exercise involving 3 local schools to look at OTJ assessment with Julie Roberts</p> <p>Analyse termly PL data inform progress and report to BOT</p>			
<p>Planning for next year:</p> <p>Plan ongoing assessment to measure progress for Priority Learners. We are registered for use of the Pact tool in Maths to ensure OTJ consistency. We will provide support workshops for parents to help their children with maths at home.</p>			

Focus: Writing

Strategic Aim: 1 Student Learning

Our Focus in 2015:

- Raising Student Achievement.
- Identifying and supporting our Priority Learners and their caregivers.

Annual Aim:

To raise the rate of progress for all students deemed at risk of not achieving at the level of the National Standard for Writing

Analysis of school-wide writing data from OTJs identifies concerns in the OTJs "After 2 years at school", "After 3 years at school" and "At the end of year 5".

Target:

The group of students working below standard in 2014 will make more than one year's progress in relation to the writing standards.

Baseline data:

After 2 year OTJ:	33% below
After 3 year OTJ:	32% below
At the end of Year 5 OTJ:	26% below

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Review assessment data with Staff and determine learning needs of target group</p> <p>Work with parents and families through the LCN structure around ways to support students' learning so that parents can be more confident in helping their children and communicating with teachers, who can then personalise the teaching programmes</p> <p>PLD opportunities in the effective teaching of writing identified. Opportunities for teachers to do peer observations.</p> <p>Monthly monitoring meetings to discuss progress of target students</p> <p>PD targeted at teachers who have identified specific areas of need in their group of target students</p> <p>analyse year end/mid year</p>	<p>After 3 year OTJ: 35% below</p> <p>End of Year 4 OTJ: 15% below</p> <p>At the end of Year 6 OTJ: 16.5% below</p>	<p>There has been some great shifts in achievement in our identified cohorts. 2 out of the 4 cohorts showed very good improvement with one cohort halving the percentage of students who are below the standard. Our Year 2 OTJ identified cohort did not achieve as well as the other cohorts and we will be making that cohort the focus of our targets for 2016..</p>	<p>The cohort of students who had their After 3 Year OTJ (2016) need careful intervention and planning to ensure the number of students Below the Standard is reduced in 2016. While they were a target cohort in 2015 the number Below the Standard increased.</p> <p>The other target cohorts all achieved very good results, as did the other cohorts in the school.</p>

data to inform progress and planning for the following year			
<p>Planning for next year:</p> <p>Analyse 2015 data to set targets around cohorts underachieving in Writing. Use analysis of assessment and class work to set specific targets for individuals eg E-AsTTle. Provide PD for teachers to attend to continue to develop their expertise in supporting Writing. Create a staff expectation that this PD is brought back and shared.</p>			

Focus: Reading

Strategic Aim: 1 Student Learning

Our Focus in 2015:

- Raising Student Achievement.
- Identifying and supporting our Priority Learners and their caregivers.

Annual Aim:

To raise the rate of progress for all students deemed at risk of not achieving at the level of the National Standard for Reading

Analysis of school-wide writing data from OTJs identifies concerns in the OTJs "After 1 year at school" and "At the end of year 5" cohorts.

Target:

The group of students working below the standard in 2014 will have made more than one years progress and will be ready to move to reading at or above the standard in 2014.

Baseline data:

After 1 year OTJ:	30% below
At the end of Year 5 OTJ:	26% below

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Review assessment data with staff and determine learning needs of target group.</p> <p>Work with parents in the Junior school on the "Reading Together" Parent reading programme- a series of after school workshops to support Parents.</p> <p>STEPs programme for students in the Senior school with identified issues with reading/dyslexia</p> <p>Observations of reading sessions to provide feedback on effectiveness of teaching</p> <p>Students that have been reading recovery discontinued will be carefully monitored and remedial action taken where necessary</p> <p>PD targeted at teachers who in their group of target students/teaching effectiveness</p>	<p>After 2 year OTJ: 9% below</p> <p>At the end of Year 6 OTJ: 12.5% below</p>	<p>We saw an enormous improvement in both the cohorts selected to be the focus of our reading. This was as a result of the success of the measures implemented and the focus on supporting parents with hearing their children read at home. This produced a more than threefold reduction in the percentage of students below the standard in our 2 year OTJ.</p>	<p>Continue to monitor all cohorts of students to assess where particular needs may be for targeted support. Review reading data regularly (termly) to assess where needs may be arising.</p> <p>Our Year 5 cohort (2015) will need particular attention as they were at 25% Below the Standard.</p>

Planning for next year:

Analyse 2015 data to set targets around cohorts underachieving in Reading. Use analysis of assessment and class work to set specific targets for individuals. Continue to offer programmes to support our struggling readers both for in school and at home eg STEPs, Reading Recovery, Parents readers.

