



MARSHLAND SCHOOL

Annual Report 2016

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School Name:	Marshland 2016	School Number:	3429
Strategic Aim:	All students are able to access The New Zealand Curriculum in Reading as evidenced by achievement in relation to National Standards.		
Annual Aim:	To increase the number of students achieving at or above the National Standard for Reading		
Target:	All students well below the standard will make at least 2 sub-level groups progress in Reading (accelerated progress) to reach the below level. All students just below the standard will make accelerated progress to reach the standard by the end of Year 8.		
Baseline Data:	<p>Analysis of school-wide reading data in November 2015 identified that 08% of our students were well below the standard in Reading, and 10.2% were below the standard. There are 4 Maori and one Pasifika student represented within this group. This group represents children from throughout the school; however, 6 students will be in the Year 7 cohort for 2016.</p> <p>Analysis of assessment results signalled decoding and reading comprehension as a particular area for improvement for these groups of students.</p>		

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>Reviewed assessment data with staff and determined the particular learning needs of target students. New students were added to this group as they came in throughout the year.</p> <p>Monthly monitoring meetings to discuss progress of target students.</p> <p>Planned revised programme (in school, with community, in the context of the learning areas of the curriculum).</p> <p>Worked with parents, families and whānau around ways to support students' learning, particularly to inform choice of reading topics and materials.</p> <p>Tuakana Teina programme. Year 6 students were trained to work with Year 3 students for daily reading.</p> <p>Accelerated teaching in Literacy strategies professional development OTJ procedures moderated to ensure school-wide consistency.</p> <p>Discontinued Reading Recovery students' achievement were monitored and remedial actions taken where necessary.</p> <p>Process put in place for teachers to reflect on and improve practice.</p> <p>Through the Spiral of Inquiry. Student voice considered in reading topics and materials.</p> <p>Analysed year-end data to inform progress and planning for the following year.</p>	<p>Year 5 3 Maori students were well below, now shifted to 2 at and 1 below.</p> <p>Year 4 One Maori student was below now at.</p> <p>Year 7 and 8: 4 Maori were well below, now 2 below and one at.</p> <p>These students had 4x30 minute sessions every week on top of their normal reading programme for 15 weeks, term 2 and the first couple of weeks of term 3.</p> <p>SIT team meetings where interventions were discussed with other teachers/mentors/principal.</p> <p>Professional readings that direct interventions to best practice were used (from The ALL programme)</p> <p>Using the learning progressions from across the years to establish where the student is at and to plot their progress.</p> <p>Learning pathways that the students see to highlight their progress and are student driven were used.</p> <p>Shared progress with the student, parents, whanau and teachers.</p>	<p>The main reason these students made good progress was the additional time they had for reading, on top of what they already had 4 times a week. Also effective was the use of the Hilton Ayrey 7 Steps programme that focuses on decoding, vocabulary development, and fluency at sentence and paragraph level at 2 levels above their instructional reading.</p> <p>Texts that are short and of high interest were effective in maintaining motivation.</p> <p>Explicit instruction on prefixes, suffixes, contractions, compound words and blending or chunking of consonants and vowel blends.</p> <p>Double dipping where the students were in two reading groups in their classroom program, one at their instructional level and one slightly above was effective.</p> <p>One on one time with the teacher (10 minutes) reading their own choice of books to fluency again 2 levels above their instructional level was popular according to student voice.</p> <p>For some Maori students, poor attendance hindered their progress. We worked with the whanau, but little improvement was seen, leading on to involvement with the student attendance support service.</p>	<p>Based on the outcomes, we will appoint a literacy coach in 2017 who has trained in accelerated strategies. She will meet regularly with one teacher from each hub as an inquiry group who will analyse the data, brainstorm strategies and observe each other in action. Identified teachers will learn from the coach who will support them to learn new ways of accelerating the progress of these children.</p> <p>Resourcing to release these teachers will be necessary.</p> <p>Early assessment of all the new children who enrol for 2017 will be vital so programmes can begin straight away. We will employ a teacher to release for this.</p> <p>Early involvement with the whanau and the student support service. Attendance incentives again.</p> <p>Work with Team leaders to ensure additional time is used within the hubs effectively.</p> <p>Include in Hub agreements that this is a priority so the hub ensures that time is organised for this group to have consistent set times.</p> <p>Provide more professional readings for teachers to discuss and reflect on.</p>

Planning for next year:

Set up Inquiry group. Pay Literacy Coach a unit as part of salary.

BOT will employ teacher aides in each hub for 15 hours again to allow the teacher to run some additional literacy sessions within the hub. Include reading again as a strategic target for next year. Use the Inquiry Cycle to set targets. Include all teachers and Team leaders in setting the targets as for 2016.

Principal will be part of the Inquiry group as in 2016, and mentor the Literacy Coach.

School Name:	Marshland	School Number:	3429
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Strategic 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.
Annual Aim:	All priority students will make accelerated progress (more than one year)
Target:	All students represented within this group who are currently below the National Standard in writing will make more than 2 sublevel shifts to move to being at standard (accelerated progress) All students currently well below the standard in writing will make at least 2 sub-level shifts (accelerated progress) to move from well below to below. They will also achieve the individual goals within their individual development plans.
Baseline Data:	Analysis of school wide writing data in November 2015 identified that 12.3% of our children are below the National Standard for writing while 2.1% of our children are well below the standard 13.2% of females and 11% of males). 3 Maori or Pasifika students are represented within this group. Analysis showed that student engagement with the material and having a sense of purpose for their writing made a big difference in lifting achievement in 2015. These children now have a lot to say after being given the opportunity with previous learning support and digital devices. Their barrier is surface features such as spelling, punctuation etc.

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>Teachers confirmed which students needed priority support – targeted instruction to accelerate progress.</p> <p>Monthly monitoring meetings by Inquiry Team to discuss progress of target students.</p> <p>Student voice considered in writing topics.</p> <p>Moderation process developed using school-based exemplars.</p> <p>Worked with parents and whānau around ways to support students' learning so that parents are more confident in helping their children and communicating with teachers, and teachers gain a better understanding of their students and use this knowledge to personalise their teaching programmes.</p> <p>Analysed and reflected on the year-end data to inform progress and planning for the following year.</p>	<p>Priority list developed.</p> <p>Meetings occurred with appropriate gains in achievement levels celebrated and strategies shared.</p> <p>Student voice strongly represented in teaching and learning.</p> <p>Individual teacher “next steps” incorporated in Performance Management System.</p> <p>Greater consistency evident due to moderation process.</p> <p>Parents, family and whānau were helped to support student progress.</p> <p>End of year results used to inform next steps.</p> <p>WRITING</p> <table border="1" data-bbox="528 900 1364 1369"> <thead> <tr> <th data-bbox="528 900 707 1050">Arrived at Marshland in</th> <th data-bbox="714 900 819 1050">Well below</th> <th data-bbox="826 900 931 1050">Below</th> <th data-bbox="938 900 1043 1050">At</th> <th data-bbox="1050 900 1155 1050">Above</th> <th data-bbox="1162 900 1364 1369" rowspan="4">Progress has been up to 2 sub-levels for some students who have had accelerated literacy programmes</th> </tr> </thead> <tbody> <tr> <td data-bbox="528 1054 707 1155">Year 7 (2016)</td> <td data-bbox="714 1054 819 1155">(4)1</td> <td data-bbox="826 1054 931 1155">(7)3</td> <td data-bbox="938 1054 1043 1155">(4)11</td> <td data-bbox="1050 1054 1155 1155">(1)2</td> </tr> <tr> <td data-bbox="528 1160 707 1260">Year 6 (2015)</td> <td data-bbox="714 1160 819 1260">(1)</td> <td data-bbox="826 1160 931 1260">1</td> <td data-bbox="938 1160 1043 1260">(1)1</td> <td data-bbox="1050 1160 1155 1260"></td> </tr> <tr> <td data-bbox="528 1265 707 1366">Year 5 (2014)</td> <td data-bbox="714 1265 819 1366"></td> <td data-bbox="826 1265 931 1366">(2)2</td> <td data-bbox="938 1265 1043 1366">(1)1</td> <td data-bbox="1050 1265 1155 1366">1</td> </tr> </tbody> </table>	Arrived at Marshland in	Well below	Below	At	Above	Progress has been up to 2 sub-levels for some students who have had accelerated literacy programmes	Year 7 (2016)	(4)1	(7)3	(4)11	(1)2	Year 6 (2015)	(1)	1	(1)1		Year 5 (2014)		(2)2	(1)1	1	<p>Of concern is the Maori data in written language, which is at 72% in comparison to 2015 where it was at 87.5%. This is due to an increase in Maori students at Marshland School this year. The new children were achieving considerable lower on entry than we have had in the past. There were serious attendance issues that hindered the progress of these children, ultimately involving the attendance support service. This group has done well making between 1 and 2 sub levels of progress, however some are still below standard and will need to make a 2 sublevel jump to reach the standard in 2017.</p>	<p>As a school we need to focus on lifting our achievement in written language particularly in years 4, 5 and 7, and especially lifting the achievement of our Maori students in writing which is at 72%.</p> <p>We need to focus on whole school consistency of good practice.</p> <p>As a school, particularly in years 3 – 8, we need to devote more time to written language, integrating it and linking it more to reading programmes where our tamariki achieve highly.</p> <p>We need to be flexible with learning hub timetables, to allow acceleration programmes to occur. We need to be more specific with the parents and whānau of priority students in writing about what they can do to help.</p>
Arrived at Marshland in	Well below	Below	At	Above	Progress has been up to 2 sub-levels for some students who have had accelerated literacy programmes																			
Year 7 (2016)	(4)1	(7)3	(4)11	(1)2																				
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Planning for next year:

Appoint a Literacy Coach to work with one member from each hub on literacy. The group will have raising student achievement in writing as their teaching inquiry again and receive coaching from the expert teacher who has trained in accelerated strategies. Continue to link written language to authentic contexts especially for boys who struggle with writing.

Appoint a lead teacher to run some PLD sessions for all teachers/aides focusing on the new written language progressions in 2017.

Most teachers will focus on lifting achievement in written language as their teaching as inquiry.

The principal will mentor the literacy coach and attend the coaching meetings. Include written language as a strategic target in next year's Charter.

An external facilitator will again provide coaching to small groups of teachers undergoing collaborative inquiry.

School Name:	Marshland	School Number:	3429
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Strategic Aim:	To increase the number of students achieving <i>at</i> or <i>above</i> the National Standard for mathematics
Annual Aim:	All students within this group will make more than one year's progress (accelerated progress)
Target:	All the students (8%) that were <i>below</i> the mathematics standard at the end of the year will make more than one year's progress and be <i>at</i> or <i>above</i> in relation to the standard at the end of next year.
Baseline Data:	Analysis of school wide numeracy data in November identified that 5.9% of student from Years 2 through to Year 8 were below the expected standards in mathematics achievement, with 2.1% well below. 4.2% of this group were Maori students.

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>Reviewed mathematics assessment information with staff. Ensured our teaching of mathematics covers any areas of need, and includes authentic maths problems</p> <p>MST trained teachers took these groups in addition to their class programme</p> <p>Professional development in accelerating Mathematics was given to all teachers in a workshop and sharing of inquiries.</p> <p>The Mathematics Lead Teacher provided in-class support to work with all teachers of priority children.</p> <p>Teacher aides within the learning hubs to work with priority students in addition to home group teachers.</p> <p>Worked with parents, families and whānau around ways to support students' learning.</p> <p>Provided booster sessions with MST trained teacher throughout the year.</p> <p>Analysed year-end data to inform progress and planning for following year.</p>	<p>Teachers made good use of assessment data throughout the year to ensure programmes reflected student needs. Due to the collaborative teaching in the learning hubs, there were more learning conversations around what was working well and what was not to quickly make changes when needed. Teacher assessment literacy is high because of using data to inform planning.</p> <p>We increased the leadership capacity of middle leaders who were then able to bring teachers together to discuss data and planning forward. In mathematics for priority students.</p> <p>Priority groups were withdrawn by an MST trained teacher for additional mathematics lessons to their normal hub lessons. These children had up to 3 extra maths lessons per week.</p> <p>All students made between one and two levels of progress by the end of the year moving from well below to below, or from below to at the standard.</p>	<p>There is still a gap in student's knowledge and understanding of fractions and decimals along with place value for some students.</p> <p>In the early years, we need to spend more time with children matching numbers with their quantities. Rushing through tends to lead children to not coming through with an understanding of teen numbers.</p> <p>Also in year 1 and 2, we need to proceed slowly when introducing the symbols for some children identified as priority in maths so early. They remain confused about what the symbols mean further up the school we have found. This was so for a number of new children to our school</p>	<p>One teacher in each learning hub will form a team with a Mathematics Coach who has trained in accelerating mathematics. They will run some accelerated programmes in maths.</p> <p>We will work to make stronger links with whanau so they are knowledgeable about how to help their child in maths.</p> <p>We will use our teacher aides to support these students during maths time, so they are able to practise a concept to mastery.</p> <p>Carefully differentiate maths homework so that children have a specific task that will aid in mastery of whatever concept they are working on.</p>
Planning for next year:			
<p>Appoint a Maths Coach and pay 1 unit to support them with their work, which will involve meetings, coaching and observations.</p> <p>Provide release time for observations so the coach can give feedback to the teachers.</p> <p>The principal will attend the coaching meetings and work with the coach so she is able to target each teacher's strengths and areas of need. Feedback will be given to the coach by the principal in a mentoring role.</p>			