

School Name:	Brandon Intermediate	School Number:	2814
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Strategic and Annual Goals:	Brandon Intermediate School Strategic Goals 2017—2020 Raised Student Achievement Accelerated Success for Māori and Pasifika Students Across all Learning Areas Strengthened Intermediate Context for Learning
Target:	<p>Reading Target for Improvement: Accelerated progress, for those students whose current literacy levels are insufficient to be able to access the curriculum, to the standard appropriate for their year level.</p> <p>Maths: Target for Improvement: Accelerated progress, for those students whose numeracy and mathematical skills are insufficient for them to be able to access the curriculum, to the standard appropriate to their year level and beyond.</p>

Reading - Target for Improvement: Accelerated progress, for those students whose current literacy levels are insufficient to be able to access the curriculum, to the standard appropriate for their year level			
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>
Brandon Intermediate Accelerating Literacy learning (ALL) has a relentless focus on acceleration, with well planned, deliberate teaching supported by school leaders and appropriate resourcing. The intervention delivers well planned, deliberate, regular, targeted teaching and learning informed by evidence of students' strengths and	<ul style="list-style-type: none"> • Improved STAR results in term 3 (scale score and stanine shifts); • Anecdotal records in modelling books • Feed-back and feed forward in student work-books, teacher modeling books etc. 	<p><i>Why did we get acceleration with some students?</i></p> <p>We achieved accelerated learning through the (ALL Accelerated Literacy Learning) programme. There is variation across classes in the content of ALL programmes. Some focused on vocabulary - building a word bank, others learning to apply decoding and comprehension strategies,</p>	Review the intervention cycle. ALL works for many students but two terms is not enough for some. We plan to implement literacy acceleration throughout the whole year but we will consider a mathematical context for terms two and three focused on the academic language of maths learning.

learning needs.

It is an intensive programme of intervention, planned with support (teacher-coaching, modeling, team-teaching, in-class interventions with some specialist external support (RTLit) and teacher aide assistance to provide in-class additional support for reading mileage, vocab development etc to address identified strengths and needs.

ALL for **four** terms

Mentoring in literacy – specific focus on taking the learning past a guided lesson.

Independent learning

Target student monitoring
Individual goals for each target student tracking acceleration (graphs)

Guided reading at least twice a week

Linked reading to inquiry – context – reading to learn across the curriculum

Timetabled discussion about priority students at syndicate meetings

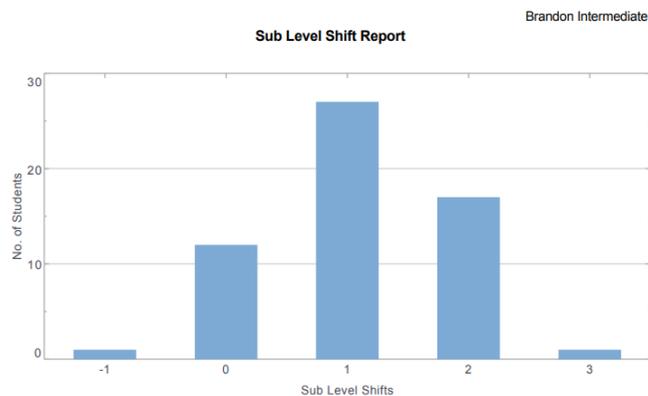
Using the learning progressions framework to plan for teaching and learning

Very specific, deliberate teaching.

How to get to my next step?

Posters. All students setting individual goals on learning journals based on the indicators.

ALL Intervention Data (using STAR 2nd edition) Outcomes for learners



Time 1		Time 2					
Term 1 STAR Testing 2018		Term 3 STAR Testing 2018					
	Sub Level Shifts	-1	0	1	2	3	Total
Stanine	No of Students	1	12	27	17	1	58

* When we regard sub-level shift, 12 students have maintained their stanine – expected progress, 27 have made a one sub level shift (acceleration), 17 two sub levels and one student made a three sub level shift (significant acceleration!)

specific individual skills, or captured oral recount. Some classes and individuals achieved greater shift than others. ALL time regular and timetabled 4 times (30 minutes) per week.

Why did some groups make less than expected progress?

Student self-efficacy an issue – six or seven years of schooling and still performing well below expected levels is damaging to student confidence and sense of worth. Needs a change of mindset.

English language learners and students with high learning needs are included in the data set. Change may take longer - reliant on language acquisition.
What has been the impact on current and ongoing teaching practice as a result of the actions taken and the results?

Mentoring process had a positive effect on teacher practice – language and specificity in learning intentions a noticeable issue.

The use of the Learning Progressions Framework has strengthened teacher content knowledge and improved planning for teaching and learning, coverage of

Continue using the PACT tool and Learning Progressions Framework to plan for and assess reading.

Analyse the data by class and student to identify areas that could be improved and provide support for strengthening teaching and teacher capability.

Increase the number of guided reading lessons for students at risk with four additional lessons and the regular classroom reading programme. Investigate and develop greater structures around quality and planning for individual follow up activities for students to ensure that they are building on their learning (and know why and how to do this)..

Using the suggestions from mentor to respond positively to reading programme. Responding to feedback from mentor and adapting lesson plans and teaching accordingly.

Teacher inquiry, reflections on teacher learning.

Continue to strengthen students' ability to demonstrate agency. Investigate why the students didn't move. – Teacher / leadership inquiry.

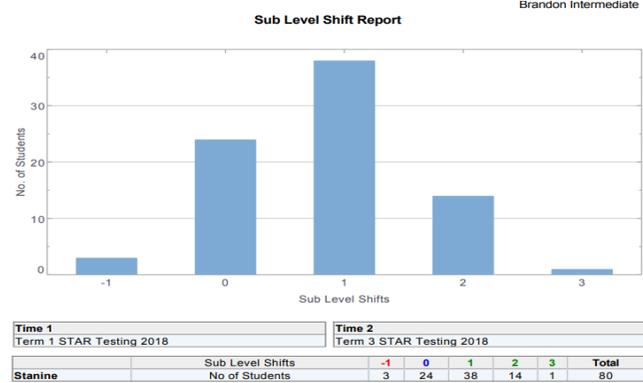
Build students' self-efficacy based on VAI

Voice:

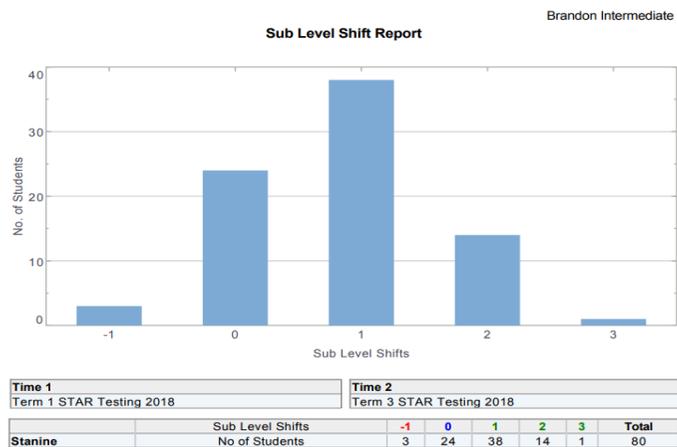
- *Everyone has a voice. The voice is promoted and protected*

Chromebooks – every student a device access to digital learning equity.

Year 7 - STAR



Year 8 - STAR



curriculum and assessment for learning.
 Overuse of STAR as a measure for progress may have affected results in some cases – validity of data? Needed to review assessment tools and administration of assessments to avoid saturation – students learning the test because of familiarity.

- *We can articulate, show or demonstrate why we are learning something*
- *We are clear about our goals and next steps*
- *We all express our needs and wants, feelings and rights and responsibilities with each other and adults*

Agency:

- *Make a difference - opportunities for learning are equitable”*
- *We know what to do.*
- *We are able to take risks.*
- *We are able to get up and try again when we experience disappointment and failure. Failing is a First Attempt in Learning.*

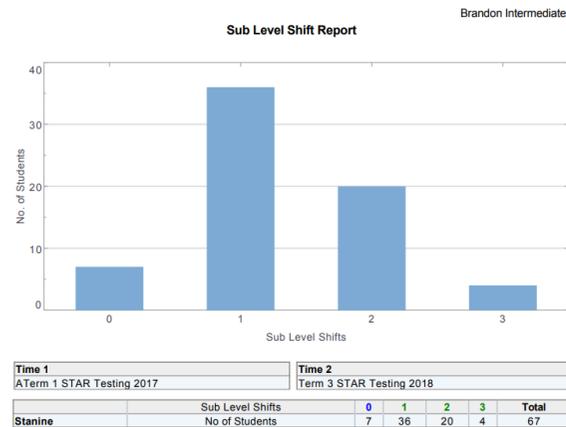
Identity:

- *Value who you are*
- *We rise to challenging work and we take risks*
- *We all have a place in our group, class, school, whānau and world*
- *We are comfortable in ourselves and our relationships with a range of people*

	Less than Expected	Expected progress	Accelerated Progress
Year 7	3%	24%	53%
Year 8	8%	30%	43%

Year 8 students –

STAR - Over two Years



Planning for next year: - Reading 2019

TARGET group one - Stanine 1

12 students are achieving critical scores well below expectation in reading. These students must **make accelerated progress** (double that of their peers) if they are to reach cohort over a period of two or three years. Maori and Pasifika student achievement profiles are accurately reflected in whole school data

TARGET group two—Stanine 2-3

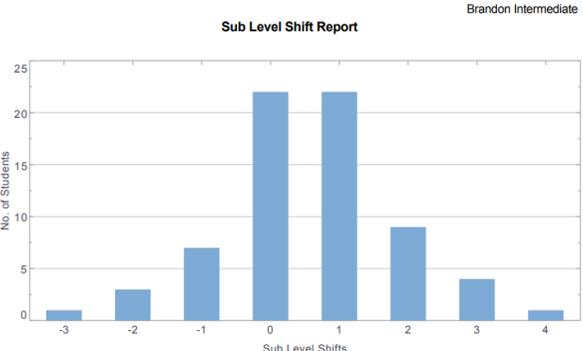
A larger group (70 students) are achieving well below expectation - They should be able to **make accelerated progress** to close the gap.

TARGET group two—Stanine 4

3. Stanine 4 - 45 students are also recorded as a just below the expected level

Maths - Target for Improvement: Accelerated progress, for those students whose numeracy and mathematical skills are insufficient for them to be able to access the curriculum, to the standard appropriate to their year level and beyond.

- Below expected – backwards Expected – Static Stanine Accelerated – Increase in Stanine

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<p>Smaller class sizes did improve opportunities for targeted support. An additional class for maths withdrawing students identified with 'critical' learning needs.</p> <p>Teacher aide support during mathematics teaching and learning maximised opportunities for group support for identified students to manage independent activities, keep students on task and practice learned strategies, basic facts etc.</p> <p>Embedding professional learning and development from 2016 (using the Mathematics Communication and Participation Framework) in a collaborative process of mathematical inquiry which was intended to support students' well-being, enhance their understanding of mathematics and develop their mathematical</p>	<p>Whole School</p> <p>Year 8</p>  <table border="1" data-bbox="593 933 1176 1013"> <thead> <tr> <th></th> <th colspan="5">Time 1</th> <th colspan="5">Time 2</th> <th></th> </tr> <tr> <th></th> <th colspan="5">Term 1 PAT Adaptive 2018</th> <th colspan="5">Term 3 PAT Adaptive 2018</th> <th></th> </tr> <tr> <th></th> <th>-3</th> <th>-2</th> <th>-1</th> <th>0</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>Total</th> <th></th> </tr> </thead> <tbody> <tr> <td>Sub Level Shifts</td> <td></td> </tr> <tr> <td>Stanine</td> <td>1</td> <td>3</td> <td>7</td> <td>22</td> <td>22</td> <td>9</td> <td>4</td> <td>1</td> <td>69</td> <td></td> </tr> </tbody> </table>		Time 1					Time 2							Term 1 PAT Adaptive 2018					Term 3 PAT Adaptive 2018							-3	-2	-1	0	1	2	3	4	Total		Sub Level Shifts											Stanine	1	3	7	22	22	9	4	1	69		<p>Why did some kids accelerate and some not? Engaged students who ask questions are the ones making the most progress Quality of connect and conjectures</p> <p>Use of (or lack of) materials to support student understanding</p> <p>Pace – is it too fast for some students processing</p> <p>Too much status for some students – overbearing</p> <p>Quality of problems and level of problem inconsistent to start – improved greatly now</p> <p>Mixed ability – exposure to higher level thinking</p>	<p>Based on the outcomes and the reasons for these, what will you do the same/differently next year?</p> <ul style="list-style-type: none"> BALiM Split time between DMIC and Knowledge Basic Facts test regularly Sumdog ICT tools Kahn Academy PACT and Learning journals <p>Withdrawal classes</p> <ul style="list-style-type: none"> struggling learners extension <p>What impact is there on current and ongoing teaching practice as a result of the actions taken and the results?</p> <ul style="list-style-type: none"> Strengthened teacher knowledge Microscopic analysis of data – formative use
	Time 1					Time 2																																																						
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proficiency

Each teacher worked with students in mixed ability groups for part of each week, intending to develop a genuine learning community within the peer culture (cooperative learning approach, *Ako*) where the students learn with and from each other.

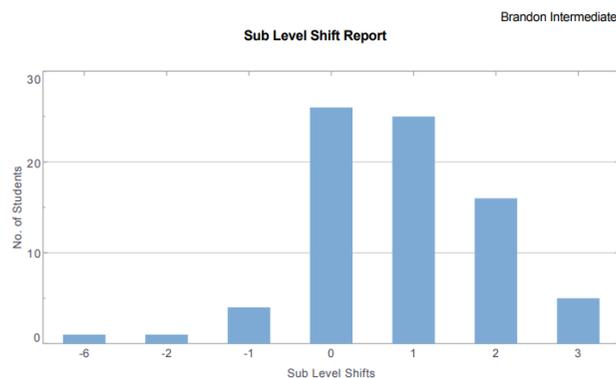
Regular monitoring of progress informs teachers of the impact of their teaching and supports them to adapt programmes to meet the changing needs of learners. Modeling and monitoring to be undertaken by lead teacher in mathematics.

Acceleration evidenced by progress towards the standard appropriate to students' year levels measured by overall teacher judgments (OTJs) and supported by improvement in:

Recording of Mathematics PAT stanine beginning of the year and Term three of 2018.

Changes in student understanding of self-efficacy and mathematical dispositions measured by student survey beginning and end

Year 7



Time 1		Time 2							
Term 1 PAT Adaptive 2018		Term 3 PAT Adaptive 2018							
	Sub Level Shifts	-6	-2	-1	0	1	2	3	Total
Stanine	No of Students	1	1	4	26	25	16	5	78

	Less than Expected	Expected progress –	Accelerated Progress
Year 7	7%	33%	59%
Year 8	16%	32%	52%

- Better discussion about teaching and learning at syndicate level

Have you identified any ongoing teacher or student needs?

- Commitment to BALiM – timetable protection
- Language of maths impacting understanding problems – what is being asked of them in class and in test situations PAT
- CUBES – process for problem solving
- Year 1, 2 & 3 DMIC PD needed.

What funding/resourcing may be necessary to support identified actions and needs?
Sumdog access
Visiting other schools COL

* ALIM interventions

Professional development

- DMIC
- COL wide on teacher only days
- Mentoring – Bronwyn and Susan
- PD with Julie Roberts on LPF

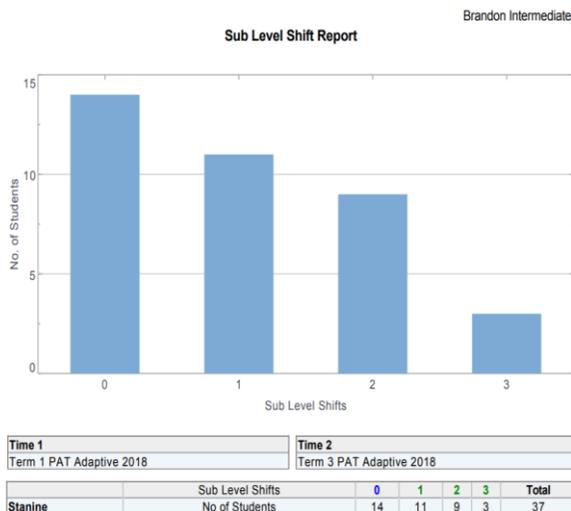
Use of PAT adaptive giving us a closer, finer look at shift

Planning using learning progressions framework – problems aligning with big ideas, aspects and sets

Learning cycle. Three days DMIC problem solving, two days explicit knowledge/strategy teaching, immersion in new contexts

Formative use of Learning Progressions Framework and PAT for ALiM

*** Maths Intervention Data (using PAT edition) Outcomes for learners**



* Of the students included in the intervention:

38% - 14/37 made expected progress

62% - 23/37 made accelerated progress

No students made less than expected progress and no students moved backwards.

* 2019 - Next Steps.

It is anticipated that these interventions will be used in 2019. The school has the staffing and the hard data as well as anecdotal observation is that is is successful.

Students will be individually assessed using GLOSS and Adaptive PAT.

The programme will build on the number knowledge and strategies that the students will bring.

The Strand/Aspect will align with the school programme and the teacher will be involved at all levels - planning, assessment, Goal setting and evidence as well as regular updates with the class teacher.

- An intervention is to be only for one term

Planning for next year – 2019 - Maths

1. - Stanine 1s

47 students (24%) across both cohorts (29 Year 7) and 21 Year 8 are recorded as achieving well below in maths . These students must **make accelerated progress** (double that of their peers) if they are to reach cohort over a period of two or

three years.

2. Stanines 2-3

61 students across the school are also recorded as a well below the expected levels

3. Stanine 4 - 35 students are also recorded as a just below the expected levels

4. Identified Year 8 students who made less than expected progress as year 7

Kiwi Sport statement:

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2018, the school received total Kiwisport funding of \$1884.50 excluding GST. The funding was used for each student to receive an 8 week swimming and water confidence programme.