2021 Annual Report
Analysis of Variance

Please note: -
This Analysis of Variance report is in a form in which individual students cannot be identified to protect student privacy as per NAG2A and the Privacy Act 1993.

2021 Summary of Student Achievement Targets Aiming for (green) and the Outcomes for these (black) Key: Achieved / Not achieved

Please note that while the school focused intensely on accelerating learning for an identified small group of individuals who are underachieving or at risk of underachieving, there was also a focus on raising achievement levels in identified cohorts of students in the school that have not previously been achieving at expected levels.

Target 1 – Student Well-being (Key Competencies)

To continue to increase student ability to express their feelings/needs, self-manage these and ask others for assistance when required by December 2021 in the identified target year group.

The Year 6 student cohort group will be supported to extend their key competencies so a greater number are responding positively on the NZCER 'Well-being at School Student Survey' in December 2021 than they did as Year 5 students in 2020 in the following areas:

- 70% of all Year 5 students in 2020 to at least 80% of all Year 6 students in 2021 indicate 'At school I learn how to manage my feelings'
- 67% of all Year 5 students in 2020 to at least 80% of all Year 6 students in 2021 indicate 'I can say how I am feeling when I need to'
- 68% of all Year 5 students in 2020 to at least 80% of all Year 6 students in 2021 indicate 'If I have a problem with another child, I feel I can ask other students for help'

The Year 6 student cohort group will be supported to extend their key competencies so a greater number are responding positively on the NZCER 'Well-being at School Student Survey' in December 2021 than they did as Year 5 students in 2020 in the following areas:

- 70% of all Year 5 students in 2020 to at least 80% of all Year 6 students in 2021 indicate 'At school I learn how to manage my feelings' Not achieved – 52% (30/57 students) responded positively to this statement
- 67% of all Year 5 students in 2020 to at least 80% of all Year 6 students in 2021 indicate 'I can say how I am feeling when I need to' Not achieved – 42% (24/57 students) responded positively to this statement
- 68% of all Year 5 students in 2020 to at least 80% of all Year 6 students in 2021 indicate 'If I have a problem with another child, I feel I can ask other students for help' Not achieved – 51% (29/57 students) responded positively to this statement

Target 2 – Mathematics

To continue to increase the percentage of students who are achieving at or above the appropriate curriculum level by December 2021, especially in the identified target group of Māori students.

Students will be accelerated to increase or maintain progress so all cohort groups have at least 80 - 85% students achieving at or above the expected mathematics curriculum level by December 2021 ie:- All Students, Boys, Girls, Māori and Pasifika

Students will be accelerated to increase or maintain progress so all cohort groups have at least 80 - 85% students achieving at or above the expected mathematics curriculum level by December 2021 ie:-
All Students – Achieved – 87% (268/310 students) are working at or above the appropriate curriculum level
Boys - Achieved – 86% (129/150 students) are working at or above the appropriate curriculum level
Girls - Achieved – 87% (139/160 students) are working at or above the appropriate curriculum level
Māori – Not Achieved – 72% (23/32 students) are working at or above the appropriate curriculum level (note our Māori students make up 10% of 2021 roll)
Pasifika -Not Achieved – 77% (17/22 students) are working at or above the appropriate curriculum level (note our Pasifika students make up 7% of 2021 roll)

The target this year is to move at least the following number of students in the identified target group to be at/above the appropriate curriculum level by December 2021:

- 1/2 (50%) of Māori students

1/2 (50%) of Māori students Not Achieved – Although both students identified made significant progress, this was not enough to move them to working at the appropriate curriculum level

Target 3 – Writing

To continue to increase the percentage of students who are achieving at or above the appropriate curriculum level in writing by December 2021, especially in the identified target groups of Boys, Māori, and Pasifika students.

These cohort groups will be accelerated so that a greater number are achieving at or above the writing standard by December 2021. A change from:

- 59.4% Boys (86/145 students) in 2020 to at least 75% achieving at/above

All students – 79% (246/310 students) are working at or above the appropriate curriculum level

Boys – Not Achieved – 73% (110/150 students) are working at or above the appropriate curriculum level compared with 75% at mid year – despite tracking well at mid year this data is affected by 3 new students joining the school who are working towards the expected curriculum level.
Girls - Achieved – 85% (136/160 students) are working at or above the appropriate curriculum level compared with 86% at mid year
Māori – Not Achieved – 63% (20/32 students) are working at or above the appropriate curriculum level compared 63% at mid year
Pasifika - Not Achieved – 64% (14/22 students) are working at or above the appropriate curriculum level compared with 64% at mid year

The target this year is to move at least the following number of students in each identified target group to be writing at/above the standard by December 2021:

- 2/3 (66%) of identified Māori students

- 1/2 (50%) of identified Pasifika students

2/3 (66%) of identified Māori students - Not Achieved – 1/3 students, despite making accelerated progress (more than 2 sub levels over the year) remains working towards the appropriate curriculum level. 2/3 continue to be working towards the appropriate curriculum level.
1/2 (50%) of identified Pasifika students Achieved – both students making steady progress at or the appropriate curriculum level.

Target 4 – Reading

To continue to increase the percentage of students who are achieving at or above the appropriate curriculum level in reading by December 2021, especially in the identified target groups of Māori students, Year 4 and Year 6 students.

These cohort groups will be accelerated so that a greater number are achieving at or above the reading standard by December 2021. A change from:

- 75% Māori students (24/32 students in 2020) to at least 80 - 85% achieving at/above
- 76% Year 4 (37/49 Year 3 students in 2020) to at least 80 - 85% achieving at/above
- 63% Year 6 (41/65 Year 5 students in 2020) to at least 80 - 85% achieving at/above

All students – 76% (236/310 students) are working at or above the appropriate curriculum level
Māori students – Not achieved 69% (22/32 students) are working at or above the appropriate curriculum level compared with 69% at mid year (note one third of our Māori students currently receiving additional learning support)
Year 4 students - Not achieved 65% (32/49 students) are working at or above the appropriate curriculum level compared with 76% (37/49) at mid year
Year 6 students – Achieved - 80% (53/66 students) are working at or above the appropriate curriculum level compared with 73% (48/66) at mid year

The target this year is to move at least the following number of students in the identified group to be reading at/above the expected level by December 2021:

- 1/2 (50%) of identified Māori students

1/2 (50%) of identified Māori students – Achieved 1/2 identified Māori students working at or above the appropriate curriculum level by end of year

Full Report of Student Achievement Targets and Analysis of Variance for 2021

Student Well-being

This is the third year that a target has been set for Student Well-being. In 2020 Year 5/6 students participated in the NZCER Wellbeing at School Primary Student Survey. This survey offers a snapshot of learning, climate and culture in schools, standardised data to track progress over time and a nationally referenced way of comparing gender, ethnicity and year level data. Results from the 2020 student survey showed a significantly lower score in the area strategies for emotional regulation and pro-social student culture, specifically for the questions related to learning how to manage feelings, expressing feelings to one another and supporting one another.

Target 1 – Student Well-being (Key Competencies)

To continue to increase student ability to express their feelings/needs, self-manage these and ask others for assistance when required by December 2021 in the identified target year group.

The Year 6 student cohort group will be supported to extend their key competencies so a greater number are responding positively on the NZCER 'Well-being at School Student Survey' in December 2021 than they did as Year 5 students in 2020 in the following areas:

- 70% of all Year 5 students in 2020 to at least 80% of all Year 6 students in 2021 indicate 'At school I learn how to manage my feelings'
- 67% of all Year 5 students in 2020 to at least 80% of all Year 6 students in 2021 indicate 'I can say how I am feeling when I need to'

- 68% of all Year 5 students in 2020 to at least 80% of all Year 6 students in 2021 indicate 'If I have a problem with another child, I feel I can ask other students for help'

In 2021 the school continued to use the NZCER 'Well-being at School" survey for students at the beginning and end of the year to inform our annual planning focus on supporting student wellbeing. Supporting student wellbeing in a global pandemic is an ever changing challenge but one that we are committed to.

The below report extracts show both the 2021 Year 6 (target group) results and, for comparison, as well as future planning, the 2021 Year 5 (so 2022 Year 6 target group) results:

Year 6 student results

Key:

Year 6 – 52% or 30/57 responded positively to this statement 'At school I learn how to manage my feelings'

Year 6 – 42% or 24/57 responded positively to the statement 'I can say how I am feeling when I need to'

Year 6 – 51% or 29/57 responded positively to the statement 'If I have a problem I can ask other students for help'

Year 5 student results –

Key:

Year 5 – 69% or 29/43 responded positively to this statement 'At school I learn how to manage my feelings'

Year 5 – 58% or 25/43 responded positively to the statement 'I can say how I am feeling when I need to'

Year 5 – 53% or 23/43 responded positively to the statement 'I f I have a problem I can ask other students for help'

The results from the NZCER 'Well-being at School" survey at the end of 2021 for both the Year 5 and Year 6 cohorts were disappointing although the 2021 Year 5 cohort's results were slightly more positive. They also did not align with the comments students were making in their 'Self Assessment' statements in the end of year reports. NZCER does not advise that the survey is done as late in the year as it was completed. In addition, while the strategies implemented to support students' wellbeing increased, so did the factors negatively affecting student wellbeing in 2021 as a result of the pandemic.

In response to the results at the end of 2021, student voice from this same cohort was immediately gathered with particular reference to the statements above. Students were asked 'How can we do better?' Key points identified in the student voice included:

- Seek, listen and respond to student voice, including in the areas of: planning, behaviour management, when concerns are raised, feedback from events
- Be consistent and fair in behaviour management
- Transparency around expectations
- Regular wellbeing checks
- Explicit acknowledgement of positive behaviour

Areas of concern in the Wellbeing at School Survey for the 2021 Year 5 cohort were around the statements:

- Students have a say in what happens at school
- Teachers often notice when students help each other
- At school I learn how to manage my feelings

Clear similarities exist between the student voice gathered from the 2021 Year 6 cohort and the areas of concern for the 2021 Year 5 cohort indicating a need for increased response to student voice, acknowledgment and positive responses to pro-social behaviours and specific teaching of strategies for emotional regulation. These will inform our wellbeing targets for 2022.

Actions to Achieve Targets/What was done:-

- Student voice gathered at beginning of year around learning styles, strengths, needs, interests and aspirations
- Whanau inventory completed to seek whanau voice on the above, including willingness to be involved in school activities
- Planned activities to acknowledge, celebrate, share diverse whakapapa and backgrounds – including whanau sharing cultural activities, languages and skill sets Navigating the Journey Health programme - appreciating diversity, confidence, assertiveness, developing social/emotional awareness
- Circle times, mindfulness programmes – in some areas of school
- Student Seesaw reflections – including TAG/Two stars and a wish – in some areas of school
- Student leadership groups - Peer Mediators, Student Council, Enviro & Tech Ninjas
- Teachers seeking student feedback & encouraging peer feedback
- Elgregoe Values show - anti bullying message
- Explicit celebrations of positive behaviours in Hui - emailed to families, assembly (when possible)
- Student led language/cultural sessions – Matariki, Diwali, etc
- Supported student ventures across school – production scriptwriting, writers club, Disco friendship bracelet fundraising venture – some areas of school
- Production – student led and involvement from every individual – filmed so that we were able to produce despite no community events

- Distance learning focused on student voice and choice
- Staff PLD - Understanding Behaviour Responding Safely, Incredible Years Training, Children Coaching others, Understanding Autism, Responding to Behavioural needs (Teacher Aides)

***Reasons for Variance/Why it happened*:-**

- Statements focused on for targets were embedded in 'student culture' rather than 'teaching and learning'. We believe the teaching/learning of the strategies needs to be addressed before the culture will change.
- Inconsistent practices across the school in regard to the explicit teaching of social emotional regulation
- Inconsistent practices across the school in regard to seeking and responding to student voice
- Variety of approaches to teaching, modelling and celebration of positive behaviour (including ways that challenging behaviour is addressed)
- Challenges to developing social/emotional awareness and practising skills for emotional self-regulation presented by the pandemic, increased absences and extended periods of distance learning
- Increased anxieties due to navigating the pandemic presenting additional challenges to positive wellbeing
- Limited opportunities for tuakana teina across the school, physical community connection and celebrations as a result of health and safety requirements
- Limited opportunities to perform, present and celebrate student achievement (eg. Cancelled Kapa Haka & Speech Festival, minimum assemblies, cancelled community events)
- Timing of survey – end of the year – can result in fatigue, disengagement
- Snap shot in time and subjective responses eg: rating can be impacted by incidents or something that happened that day – not monitored over the year
- Picture of one cohort not necessarily reflective of response across the school
- Year 6 cohort had high absences, even not covid related

***Next steps in 2022*:-**

- Embark on Positive Behaviour for Learning Schoolwide to:
  - Review and revitalize school values – explicitly teach and provide opportunities to develop resilience, empathy, responsibility, confidence and respect
  - Develop shared approach to establishing behaviour guidelines with students
  - Develop shared approach to teaching, modeling and acknowledging positive behaviours across the school
  - Review school procedures in light of the above and ensure these are understood and accessible to all
  - Involve wider community; Support Staff, Whanau and Board and communicate regularly

- Explore tools for, and implement, more frequent student wellbeing checks, 'rewards' for and celebrations of positive behaviours – including through distance learning programme
- Deliberate, explicit teaching of strategies for identifying and managing emotions
- Widen focus group over time to include Year 4 students – begin with survey for this cohort at the end of 2021 to inform planning for Year 5-6 cohort
- Increase avenues for gathering student voice and responding to this to inform schoolwide planning
- All leaders and unit holders for 2021 to have a focus on seeking and responding to student voice to increase student wellbeing
- Coach students in conflict resolution, managing playground challenges
- Increasingly involve students in planning programmes across the school
- Increase opportunities for tuakana teina relationships

- Introduce circle time consistently throughout senior classes – PLD on this
- Life Educaton focus – resilience and being a good team member

Mathematics

This is the fourth year that the school has reported against the expected curriculum level after seven years of reporting mathematics progress against National Standards. Students are identified as 'Working Towards' the expected curriculum level, 'Working Within' or 'Working Above' the expected curriculum level based on teacher judgements informed by multiple sources of data. Reliability of the data presented in this report is influenced by individual teacher interpretation and the large number of students moving in and out of the school. Ongoing professional development, and moderation at Bellevue School is focused on supporting teachers to continue to deepen their professional understanding/capability in assessment against the curriculum levels and more closely aligning teacher judgments.

Target 2 – Mathematics

To continue to increase the percentage of students who are achieving at or above the appropriate curriculum level by December 2021, especially in the identified target group of Māori students.

Students will be accelerated to increase or maintain progress so all cohort groups have at least 80 - 85% students achieving at or above the expected mathematics curriculum level by December 2021 ie:- All Students, Boys, Girls, Māori and Pasifika

Outcomes/What Happened

Whole School Mathematics Data (comparing mathematics National Standard OTJ's for 2017 with expected curriculum level in 2018 - 2021)

From 2018 all students previously identified as 'Well Below' and 'Below' are identified in the same cohort of students ie: 'Working Towards/Below' the expected curriculum level as this is how the data is recorded and retrieved from the School Management System from 2018.

	Working Towards/Below					Working Within/At					Above				
December	***2017***	***2018***	***2019***	***2020***	***2021***	***2017***	***2018***	***2019***	***2020***	***2021***	***2017***	***2018***	***2019***	***2020***	***2021***
All students	45 **15%**	23 **7%**	40 **12%**	35 **11.2%**	41 **13.2%**	220 **75%**	269 **82.3%**	270 **81%**	275 **87.9%**	259 **83.3%**	30 **10%**	35 **10.7%**	22 **7%**	3 **.9%**	11 **3.5%**
Boys	21 **14%**	7 **4.5%**	15 **10%**	12 **8.3%**	20 **13.4%**	111 **75%**	132 **84%**	127 **82%**	132 **91%**	123 **82.6%**	15 **10%**	18 **11.5%**	13 **8%**	1 **.7%**	6 **4%**
Girls	22 **15%**	16 **9.4%**	25 **14%**	23 **14%**	21 **13%**	109 **75%**	137 **80.6%**	**143** **81%**	143 **85%**	136 **84%**	15 **10%**	17 **10%**	9 **5%**	2 **1%**	5 **3.1%**
Māori	11 **27%**	3 **7.2%**	8 **20%**	6 **18.7%**	9 **28.1%**	30 **73%**	36 **88%**	32 **80%**	26 **81.3%**	23 **71.9%**	0	2 **4.8%**	0	0	0
Pasifika	3	2	1	4	5	14	21	20	19	17	0	0	2	0	0

	18%	9%	4.3%	17%	22.7%	82%	91%	87%	83%	77.3%			8.7%		

The results above show that this target was met by the following identified cohort groups by December 2020 – All students, Boys and Girls. It was not met by the following groups - Māori or Pasifika

- 86.8% of 'All Students' (270/311 students) were judged as achieving at and above the expected curriculum level by December 2020 compared with 85% (2017), 93% (2018), 88% (2019), 88.8%(2020)
- 86.6% Boys (129/149 students) were judged as achieving within/at and above the expected level. Trends show 85% (2017), 95.5% (2018), 90% (2019), 91.7% (2020)
- 87.1% Girls (141/162 students) were judged as achieving within/at and above the expected level. Trends show 85% (2017), 90.6%(2018), 86% (2019), 86% (2020)
- 71.9% Māori (23/32 students) were judged as achieving within/at and above the expected level. Trends show 73% (2017), 92.8% (2018), 80% (2019), 81.3% (2020)
- 77.3% Pasifika (17/22 students) were judged as achieving within/at and above the expected level. Trends show 82% (2017), 91% (2018), 95.7% (2019), 83% (2020)

The target this year is to move at least the following number of students in the identified target group to be at/above the appropriate curriculum level by December 2021:

- 1/2 (50%) of Māori students

1/2 (50%) of Māori students Not Achieved – Although both students identified made significant progress, this was not enough to move them to working at the appropriate curriculum level

Actions to Achieve Targets

- Continued to use the strategies that helped support students to make sound progress throughout 2018 -2020, to accelerate progress to achieve at/above the expected curriculum level by the end of 2021.
- Combined 2020 focus on developing communities of mathematical inquiry and problem solving with explicit teaching of strategy and developing knowledge/practice of computational skills for a more balanced programme
- Community evening on Mathematics presented by all teaching staff to support whanau understanding and support of how Mathematics is taught at our school
- Moderation using PACT tool to assist teacher professional judgements and identification of next learning steps
- Further Professional Learning and Development to support the understanding of the Learning Progressions Framework and use of PACT, focused on a consistent understanding of different aspects of the tool across the school.
- Used school processes for identifying reasons for underachievement to address these issues quickly – especially for Māori, Pasifika and students with special learning needs.
- Closely monitored/tracked target student progress/programmes and discussed at hub meetings or with Mathematics Leader Teachers as 'Puzzles of Practice' for colleague support to adapt programmes/improve student engagement.

Reasons for Variance/Why it happened:

- An increased focus on prioritising staff wellbeing during a pandemic and significant changes to school leadership resulted in limited opportunities to both work with teachers to unpack data and school targets for a thorough understanding of what these meant at hub and whanau class level, and monitor these
- Did not implement the use of the PACT tool school-wide as planned due to COVID interruptions
- Online tools supported families to support student with Mathematics learning regardless of whether learning at home or school
- Disruptions to learning programmes due to COVID - especially impacted opportunities for mathematical learning from and talk with peers (explanation, justification, etc.)
- School wide focus and priority given to student well-being and nurturing students learning dispositions/key competencies.
- Teacher variability in making OTJ's using Learning Progressions Framework/PACT tool
- The focus for one cohort (noted in data for lower achievement in Mathematics) has been on their social and emotional wellbeing. Ongoing extra support has been provided, this included a change of hub structure mid-way through the year.

Next steps in 2021

- Continue with established practice – no target set for Mathematics for 2022 to allow intense focus on Literacy

- Trial of Learning Disposition rubric (within 1 hub) to collect data around Mathematical dispositions
- Continue to refine moderation processes within and across hubs
- Review the variety of assessment tools/tasks currently using to assess student achievement/inform teaching eg: PAT, JAM, GLOSS, Number Knowledge and Basic Facts, to align assessment with current practice
- Work to improve teacher understanding by unpacking the curriculum at each level and building knowledge of what comes before/after a level in particular where levels crossover e.g. Year 3 and 5

Writing

This is the fourth year that the school has reported against the expected curriculum level after seven years of reporting writing progress against National Standards. Students are identified as 'Working Towards' the expected curriculum level, 'Working Within' or 'Working Above' the expected curriculum level based on teacher judgements informed by multiple sources of data. Reliability of the data presented in this report is influenced by individual teacher interpretation and the large number of students moving in and out of the school. Ongoing professional development, and moderation at Bellevue School is focused on supporting teachers to continue to deepen their professional understanding/capability in assessment against the curriculum levels and more closely aligning teacher judgments.
At the end of 2020 a small group of Māori and Pasifika students was identified as achieving below the expected level of progress in writing. A group of three Māori students and two Pasifika students, were identified as a focus group for monitoring accelerated learning in 2021. Results for all students are recorded in a table below.

Target 3 – Writing

To continue to increase the percentage of students who are achieving at or above the appropriate curriculum level in writing by December 2021, especially in the identified target groups of Boys, Māori, and Pasifika students.

These cohort groups will be accelerated so that a greater number are achieving at or above the writing standard by December 2021. A change from:

- 59.4% Boys (86/145 students) in 2020 to at least 75% achieving at/above

Outcomes/What Happened

Whole School Writing Data (comparing writing National Standard OTJ's for 2017, with curriculum level expectation for 2018 - 2021)

From 2018 all students previously identified as 'Well Below' and 'Below' are identified in the same cohort of students ie: 'Working Towards/Below' the expected curriculum level as this is how the data is recorded and retrieved from the School Management System from 2018.

Writing	Working Towards/Below					Working Within/At					Above				
December	2017	2018	2019	*2020*	2021	2017	2018	2019	*2020*	2021	2017	2018	2019	2020	2021
All students	69 **23%**	42 **12.8%**	47 **14%**	102 **32.5%**	63 **20.2%**	199 **68%**	257 **78.6%**	274 **83%**	208 **66.5%**	244 **78.5%**	27 **9%**	28 **8.6%**	9 **3%**	3 **1%**	4 **1.3%**
Boys	48 **32%**	28 **17.7%**	30 **19.2%**	59 **40.6%**	40 **26.7%**	94 **63%**	124 **78.5%**	125 **80.2%**	83 **57.4%**	110 **74%**	7 **5%**	6 **3.8%**	1 **0.6%**	3 **2%**	0
Girls	21 **14%**	79 **8.3%**	17 **9.8%**	43 **25.5%**	23 **14.2%**	105 **72%**	133 **78.7%**	149 **85.6%**	125 **74.5%**	135 **83.3%**	20 **14%**	15 **13%**	8 **4.6%**	0	4 **2.5%**
Māori	10 **24%**	6 **15%**	8 **20.5%**	15 **46.8%**	12 **37.5%**	30 **73%**	31 **77.5%**	30 **76.9%**	17 **53.2%**	19 **59.4%**	1 **3%**	3 **7.5%**	1 **2.6%**	0	0
Pasifika	4	0	2	7	8	11	22	21	16	14	2	**1**	0	0	0

	23%		8.7%	30%	36.4%	65%	96%	91.3%	70%	63.6%	12%	4%			

The results above show that this target was not met by the following cohort groups and met by these cohort groups by December 2020.

- 79.7% of all students (248/311 students) were judged as writing within/at and above. Trends show 77% (2017), 87.2% (2018), 86% (2019) and 67.5% (2020).
- 74% Boys (110/149 students) were judged as writing within/at the expected level. Trends show 68% (2017), 82.3% (2018), 80.8% (2019) and 59.4% (2020).
- 89% Girls (139/162 students) were judged to be writing within/at the expected level. Trends show 86.3% (2016,) 86% (2017), 91.7%(2018), 90% (2019) and 74.5% (2020).
- 59.4% Māori (19/32 students) were judged to be writing within/at the expected level. Trends show 76% (2017), 85% (2018), 79.5% (2019) and 53.2% (2020).
- 63.6% Pasifika (14/22 students) were judged to be writing within/at the expected level. Trends show 78% (2017), 100% (2018), 91.3% (2019) and 70% (2020).

The target this year is to move at least the following number of students in each identified target group to be writing at/above the standard by December 2021:

- 2/3 (66%) of identified Māori students
- 1/2 (50%) of identified Pasifika students

2/3 (66%) of identified Māori students - Not Achieved – 1/3 students, despite making accelerated progress (more than 2 sub levels over the year) remains working towards the appropriate curriculum level. 2/3 continue to be working towards the appropriate curriculum level.
1/2 (50%) of identified Pasifika students Achieved – both students making steady progress at or the appropriate curriculum level.

Actions to achieve targets/What was done:

- Teachers attended workshops with c21 Learning and Titiro ki Mua cluster focused on developing Learning Dispositions/Key Competences in daily writing sessions, with the aim of accelerating achievement.
- Began trialling the use of peer coaching in Writing in the senior school, based on evidence that students were more intrinsically motivated to lift their achievement when feedback came from their peers.
- Successful practices from 2020 continued.
- Teachers' chose target students that they could use as 'benchmarks' for accelerated progress in their classroom programmes.
- Regular reviews of goals for target students enabled goals that were small, precise and had measurable outcomes.
- New tracking sheet created to enable flexible tracking and anecdotal notes for target students as individuals or a group, responsive to student need.
- Moderation using PACT tool to assist making judgements and next learning steps.
- Further Professional Learning Development to support use of PACT, focused on a consistent understanding of different aspects of the tool across the school.
- Bellevue School Writing Poutama merged with PACT progressions to ensure a single and consistent document used by all staff that aligned classroom success criteria with PACT achievement markers.
- Teachers planned writing that was purposeful for students eg: Passion Projects, production script, writing for community such as newsletter articles, writing about things they know.
- Teachers provided more opportunities for the use of digital technologies to remove barriers for some individual students, e.g. Speech-to-Text.
- Referrals made to Resource Teacher of Literacy, Resource Teachers of Learning and Behaviour and Learning Support Coordinators and for assistive technology to support identified students.

Reasons for Variance/Why it happened: -

- Disruptions to learning programmes due to COVID, including the ongoing impact on attendance
- An increased focus on prioritising staff wellbeing during a pandemic and significant changes to school leadership resulted in limited opportunities to both work with teachers to unpack data and school targets for a thorough understanding of what these meant at hub and whanau class level, and monitor these
- School wide focus and priority on student well-being and nurturing students learning dispositions/key competencies.

- Teachers continued to notice an increase of engagement and willingness to write (even for some of their more reluctant students).
- Writing progress/achievement builds on from reading progress – students need to have this established first.
- Teacher variability in making OTJ's. Many teachers identified PACT breakdown as supporting teaching judgement.
- A second moderation session was planned that would have focused on transitional moderations, e.g. Year 2/3, 3/4, and 5/6. This did not happen due to COVID.
- Fewer writing samples that teachers could use for judgements as many were from Distance Learning and online, so unable to observe what students were doing while writing.
- Less opportunity for on-going conferencing with the teacher as student working in Distance Learning.
- Student transitions ie: movement in and out of the school.
- The focus for one cohort has been on their social and emotional wellbeing and ongoing extra support has been provided, this included a change of hub structure mid-way through the year.

Next steps in 2022 :

- Adapting the way we consider target tracking, e.g. a consolidated document that tracks all students in a class/cohort, who has made progress/been accelerated, who has not, and a termly reflection on what is and is not working.
- Re-establishing the Newlands Writing Cluster to share successes and challenges across our cluster.
- The set-up of an in-school writing team that focuses on creating a more consistent school wide approach to writing, centred on the sharing and trialling of successful strategies.
- Exploring further options for Professional Learning Development.
- Creation of a folder of exemplar child samples that have been moderated by the staff. These can then be used to aid future moderations.
- Planning of a moderation session focused on the transitions between year groups and curriculum levels.
- Creating a 'Writers Corner' in the school newsletter, promoting writing for a purpose and audience.
- Continued focus on experiential writing (Gail Loane PLD), phonics and peer coaching in writing

Reading

This is the fourth year that the school has reported against the expected curriculum level after seven years of reporting reading progress against National Standards. Students are identified as 'Working Towards' the expected curriculum level, 'Working Within' or 'Working Above' the expected curriculum level based on teacher judgements informed by multiple sources of data. Reliability of the data presented in this report is influenced by individual teacher interpretation and the large number of students moving in and out of the school. Ongoing professional development, and moderation at Bellevue School is focused on supporting teachers to continue to deepen their professional understanding/capability in assessment against the curriculum levels and more closely aligning teacher judgments.
At the end of 2020 the cohorts below were identified as achieving below the expected level of progress in writing. Results for these cohorts are recorded in the table below.

Target 4 – Reading

To continue to increase the percentage of students who are achieving at or above the appropriate curriculum level in reading by December 2021, especially in the identified target groups of Māori students, Year 4 and Year 6 students.

These cohort groups will be accelerated so that a greater number are achieving at or above the reading standard by December 2021. A change from:

- 75% Māori students (24/32 students in 2020) to at least 80 - 85% achieving at/above
- 76% Year 4 (37/49 Year 3 students in 2020) to at least 80 - 85% achieving at/above
- 63% Year 6 (41/65 Year 5 students in 2020) to at least 80 - 85% achieving at/above

Outcomes/What Happened

All students – 76% (236/310 students) are working at or above the appropriate curriculum level
Māori students – Not achieved 69% (22/32 students) are working at or above the appropriate curriculum level compared with 69% at mid year (note one third of our Māori students currently receiving additional learning support)
Year 4 students - Not achieved 65% (32/49 students) are working at or above the appropriate curriculum level compared with 76% (37/49) at mid year
Year 6 students – Achieved - 80% (53/66 students) are working at or above the appropriate curriculum level compared with 73% (48/66) at mid year

The target this year is to move at least the following number of students in the identified group to be reading at/above the expected level by December 2021:

- 1/2 (50%) of identified Māori students

1/2 (50%) of identified Māori students – Achieved 1/2 identified Māori students working at or above the appropriate curriculum level by end of year

Identified cohort comparison data:

Reading	**Working Towards/Below**		**Working Within/At**		**Above**	
December	***2020***	***2021***	***2020***	***2021***	**2020**	**2021**
All students	48 **15.3 %**	73 **23.5%**	261 **83.4%**	201 **64.5%**	4 **1.3%**	37 **11.9%**
Year 4 (Year 3 in 2020)	1 **2%**	17 **35%**	51 **98%**	22 **45%**	0	10 **20%**
Year 6 (Year 5 in 2020)	24 34%	13 **20%**	41 **63%**	40 **61%**	0	13 **20%**
Boys	27 **18.6%**	40 **26.8%**	118 **81.4%**	95 **63.8**	0	14 **9.4%**
Girls	21 **12.5%**	33 **20.4%**	147 **87.5%**	106 **65.4%**	0	23 **14.2%**
Māori	8 **25%**	10 **31.3%**	24 **75%**	20 **62.5%**	0	2 **6.3%**
Pasifika	4 **17%**	7 **31.8%**	19 **83%**	13 **59.1%**	0	2 **9.1%**

Actions to Achieve Targets/What was done:-

School provided funding to continue Reading Recovery and training for new teacher
School provided funding for 2020 Reading recovery teacher to carry over 2020 students until completion so new RR Teacher can start with four new children to provide continuity
Readign Recoery Early Literacy Support by Reading Recovery teacher (2 groups of 4-5 students targeted reading plus two reading recovery students) implemented
Priority and Target students identified across the school and extra programmes and reporting put in place with an emphasis on raising achievement for our Maori Readers through targeted programmes
PLD in analysing reading data for teachers
Learning Support Coordinator support for teachers to work alongside to develop further programmes for identified groups of students
Learning Support Coordinator provided support for teachers to provide extra programmes in Oral Language to target particular groups of students that had been identified
Further developing Oral Language through Play-based- learning
Learning Support Coordinator to provide support for students that have speech needs that are not able to be picked up by Speech Language Therapists
Reading Rocket and Poutamas reintroduced to staff in workshop to make sure all staff are aware of how to use this and becoming more familiar with Reading levels and outcomes
PLD with RTlit to deepen understanding of analysing Running Records.
Junior teachers NE - Year 1 embarking on upskilling through Better Start Literacy Approach and gain micro credential through Canterbury University.
Our Librarian coming into junior class to read a book to them once a week to further ignite a love of reading

Reasons for Variance/Why it happened:-

Disruptions to learning programmes due to COVID, including the ongoing impact on attendance

An increased focus on prioritising staff wellbeing during a pandemic and significant changes to school leadership resulted in limited opportunities to both work with teachers to unpack data and school targets for a thorough understanding of what these meant at hub and whanau class level, and monitor these
High focus on student well being and dispositions throughout the year
Some students having more access to books at home were able to spend more of their Lockdown time reading where as some families didn't have many books in their home for students to read
Students taking/and given more time as required to settle back into school routines with a strong focus on The Arts and wellbeing.
Some PLD was unable to happen due to COVID-19
Extra Parent Volunteers in class to hear children reading was unable to happen due to COVID-19

Next steps in 2022: -
Continuing training junior teachers ion BSLA, consolidating this with existing teachers
Changing what assessment we do, how we collect data, how we use data
Adapt how we monitor and design programmes for priority students in junior classes in light of BSLA
Build a 'where we are at' picture in reading across whole school so we can plan next steps
Collect data on year 2 students in line with BSLA to analysis and compare BSLA data
Continue to explore further professional learning and development opportunities
Consider ways of monitoring target students across the whole school.
Continue to use resources in the library and our librarian to help foster and support a love of reading
Continue to put resourcing into building school reading books

Hub 4 Reading 1. Daily 1:1 reading with every child WT. 2. Lots of listening to stories being read aloud to them (e.g. at least 2 times a day). 3. Every child picks a book of interest at their level from the Library and reads from it frequently during the week.

Kiwi Sport Funding - In the 2021 Operations Grant, Bellevue School received a total of TBC This was used to subsidize ….