

School Name:

Cornwall Park District School

School Number:

1256

Baseline Data	2018 Targets	Actions	Outcome	Analysis	Evaluation Where to next
<p>Only 13.7%) achieved above the school expectation in Writing by the end of 2017, while 64.8% of children achieved AT in Writing.</p> <p>The number of children achieving above in Writing was so much lower than the number of children (39.3%) who achieved above in Reading.</p> <p>There should be a better alignment between the achievement of the two subjects and so the target was set for 2018 focusing on raising the number of children achieving above in Writing.</p>	<p>To increase the number of children achieving Above in Writing by at least 15% (83 children), so our Reading and Writing data is better aligned.</p>	<p>-All teachers provide names of target students in Term 1 who need extra support to achieve the expected level of progress this year</p> <p>-All teachers provide names of target students in Term 1 who they believe they can move from At to Above in Writing (Target 1)</p> <p>-Data will be collected regularly throughout the year and tracked and Leadership (Team and APs) will follow up on children not making expected progress</p> <p>-Teachers to receive PD in any subjects if/when identified as a need with a major school focus on Writing</p> <p>-Resourcing to provide extra intervention for Language with Learning Support teacher.</p> <p>-The Across-School Leader and In-School Leaders will facilitate Professional Learning Groups (PLG's) for: Y3-6 Writing across the curriculum</p> <p>-Teachers complete collaborative Inquiries that focus on specific areas of need and then develop practice to meet these focusing on 'Identifying thy impact' and then sharing successes: Focus Y3-6 :Writing</p> <p>-Staff sessions on identifying specific practice that influences student achievement positively and then comparing these with effect size work done by John Hattie</p>	<p>This was not achieved as only 17% of children achieved Above, which is well short of what we wanted to achieve.</p>	<p>After analysing the data it has become clear that too many children slipped from Above to At. We had some new staff start in 2018, as well as some who joined the staff in Term 3. From the data it shows that movement from Above to At is over represented in these classes which could indicate</p> <ul style="list-style-type: none"> -lack of content knowledge -lack of understanding of CPDS expectations. <p>This coincided with the Principal being away on a Sabbatical and leadership under more pressure due to less personnel available throughout the term, resulting in less staff meetings and moderation sessions.</p> <p>There was also no 1-1 principal discussions in Term 3 as there</p>	<p>In 2019 we will hold special Writing sessions as part of an Induction programme for any teacher who joins throughout the year.</p> <p>It has highlighted the need to ensure regular moderation sessions are held before final achievement decisions are made to ensure all staff have the same understanding of what constitutes At and Above at Cornwall Park District School. By providing these as well as some some Boster writing sessions in 2018, we will be focusing on moving some children back to above by the end of 2019.</p> <p>A new level of online tracking will be introduced each term to identify children who are starting to slip so this can be identified a lot quicker and so support can be put in place as required.</p> <p>Appraisal process now includes a teacher admin checklist which encourages teachers to reflect on</p>

<p>After National Standards was stopped at the end of 2017, the emphasis on on looking at reporting progress.</p> <p>There was feedback from some of the community that behaviour could be dealt with more consistently</p>	<p>To develop school wide reporting that clearly shows progress made within a year alongside achievement levels in Reading, Writing and Mathematics.</p> <p>To develop and promote the well-being of students, staff, and Whānau by establishing a shared understanding of school-wide behavioural</p>	<p>-Teachers identifying and developing practice that reflects specific influences known to have considerable potential to accelerate student achievement</p> <p>-Learning discussions with teachers if child slips</p> <p>-Interventions explored for children who are identified at risk of slipping</p> <p>-Through collective teacher inquiries teachers strengthen their shared understanding of the CPDS writing programme, including innovations which bring about accelerated progress</p> <p>-ISLs attend regular COL sessions as part of the initiatives in which CPDS is involved.</p> <p>-ISLs run collaborative Professional Learning Groups (PLG's). 2 ISL's focus on Oral Language (and its links with ESOL). Other 2 ISL's focus on Writing.</p> <p>-ISL's and the Across School Leader (ASL) facilitate regular across school sharing of research, resources and teacher inquiries. This includes a component of observation & discussion in other teachers classrooms.</p> <p>Staff and students are familiar with the CPDS behaviour guidelines Teachers are provided with PD and strategies to feel safe and positive at CPDS The school values are reinforced and acknowledged in class, school house groupings and assembly</p>	<p>This is still a work in progress, and more work will be needed in 2019 to refine progress frameworks and then to translate that into reporting formats.</p> <p>Behaviour plan was published on Schooldocs</p> <p>A standardised model In diagram form was introduced in each class so children could start to use a shared language when facing issues.</p> <p>Student voice was collected and some projects researched</p>	<p>were in past years.</p> <p>Year 5 and 6 teachers reported that school production and extra activities during Term 3 also impacted on teaching and learning programmes.</p> <p>There have been a number of discussions at the team level especially at the Junior school where the most variation can occur due to the time that a child starts school.</p>	<p>student achievement and progress on a more regular basis.</p> <p>Translate discussions into a written format to be applied.</p> <p>From this framework include an aspect of the report to parents which clearly shows whether a child has achieved a year's progress for a years input</p> <p>The SENCO position will be split in 2019 with 1 AP overseeing learning and the other overseeing behaviour</p> <p>A new system of how behaviour is now tracked</p>
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	<p>expectations and providing a range of strategies which children can utilise when faced with challenges.</p>	<p>Student voice collected at house meetings fortnightly</p> <p>Staff PD to develop a shared understanding of bullying by utilising offline and online resources.</p> <p>Develop a social interaction framework within our school community</p> <p>Share our findings with the community in order to develop a shared understanding that is inclusive of our community</p>	<p>and developed that reflected the student voice</p> <p>More teachers attended Incredible Years for Behaviour Management which promotes a more consistent approach to behaviour across the school</p> <p>Houses were created based on family groupings which has promoted more connection between the different age groups and student voice is collected regularly</p> <p>House leaders have been introduced</p>	<p>The children are far more aware of where their behaviour sits within the school behaviour model and are encouraged to select where it fits through facilitated discussion.</p> <p>Work has been ongoing ensuring that behaviour is dealt with in a consistent manner across the school.</p>	<p>and recorded at the Senior Leadership Level</p> <p>Continue to develop a consistent approach based on building a positive culture and not only focusing on dealing with negative behaviours.</p> <p>More focus on promoting values alongside the learning dispositions</p> <p>Continue to celebrate and recognising positive behaviour</p>
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