



WILSON SCHOOL

Analysis of Variance 2019

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OUR VISION

Every learner at Wilson School will always have opportunities to a quality of life where they are able to communicate, have and make choices, develop life skills, participate in their community and be valuable members of society.

OUR AIMS

- Provide a safe and nurturing environment
- Uphold a culturally responsive environment for our diverse population
- Foster and encourage independence
- Recognise every student as a learner
- Every student will have an effective communication system
- Embrace digital technologies to support students learning

Strategic Goal 1: STUDENT LEARNING AND ENGAGEMENT

All students will be recognised as learners, who have access to the curriculum, that is differentiated to their needs, to ensure their success and will be supported to do so.

Strategic Goal 2: STAFF

All staff will work collaboratively in an interdisciplinary and interschool approach to support, share and learn.

Strategic Goal 3: CULTURE AND ENVIRONMENT

Our learning community will work in partnership with whānau/families and the wider community to provide a safe, caring, supportive and culturally responsive environment which ensures well-being for all.

OUR MISSION STATEMENT

Wilson School in partnership with families and/or whānau will provide individualised specialist education to support students to strive to meet their full potential.

CHARTER & STRATEGIC DIRECTION



2019 – 2021

OUR MOTTO

ENGAGE, BELIEVE, ACHIEVE

WILSON SCHOOL VALUES:

AKO: Learner

Acceptance, Knowledge, Opportunities

OUR SPECIAL CHARACTER

Wilson School is a state school that caters for the learning and care of students with a range of abilities and disabilities between the ages of 5-21 years of age from varied and dynamic multicultural backgrounds. The school embraces a totally holistic approach to learning with the support of professionals including teachers, therapists, specialists and support staff. Students are taught at either the base school in St. Leonards Road or in one of the satellite classes in a mainstream host school.

Learners at Wilson School will have opportunities, through a multidisciplinary approach, to engage and achieve in a caring, inclusive and safe environment.

1.1 Every student will have an individualised programme developed in collaboration with their family to work towards their hopes and aspirations.

1.2 Every student will be assessed using relevant assessment tools to support their learning.

1.3 Every student will have their voice heard through an effective communication system to support their engagement and communication.

1.4 Every student will be supported to develop as digitally capable thinkers, producers and creators.

2.1 Staff will participate in a learning culture that embraces high expectations, focusing on inquiry and reflective skills to improve practice.

2.2 Staff will participate in ongoing, relevant professional development to support effective practice to improve learning outcomes for all students.

2.3 Staff will be provided with opportunities to promote and develop Leadership Skills.

2.4 Staff will develop as digitally capable thinkers, producers and creators.

3.1 Culturally responsive practice acknowledging firstly our bicultural commitment, providing experiences reflecting our community.

3.2 Develop robust sustainability awareness and practice.

3.3 Close monitoring of and prompt responsiveness to Health and Safety issues.

3.4 Develop digital technologies to create smart systems and structures for reporting and information purposes.

Me Mahi Tahī Tatou Mo Te Oranga O Te Katoa

We work together for the well-being of everyone

STRATEGIC GOAL 1: STUDENT LEARNING AND ENGAGEMENT

All students will be recognised as learners, who have access to the curriculum, that is differentiated to their needs, to ensure their success and will be supported to do so.

Annual Aims (What we want)	What, Who, How, When (What we will do?)	Our Evidence (What you will see?)
1.2 Every student will be assessed using relevant assessment tools to support their learning.	- Investigate and identify assessment tools to improve student learning outcomes. - Assess all students using literacy tool to obtain baseline data - Develop a consistent system of moderation within syndicates and across the school - Report to parents, caregivers and BoT - Trial Seesaw with an identified group of teachers.	- Individualised learning programmes that improve student outcomes - Effective reporting to parents, students and BoT - Teachers identifying relevant next steps - Consistent approaches and understanding across the school
Actual Outcomes / Conclusions and Future Recommendations July 2019 – reported to the Board our assessment data. Positive feedback from parents on newsletter and trial of Seesaw August 2019 - sharing assessment data with teachers at a full staff meeting. IEP Survey completed August 2019- Base line data across the school currently using the P levels. This has identified a group of students which the P levels do not provide information to inform teaching and learning. We are currently looking at Quest and Connecting Steps. Literacy assessment completed for cohort of students identified for annual target. November 2019 - survey has been done for See Saw trial with positive response from teachers, parents and students. BoT have agreed to purchase for next 3 years. Cohort for Literacy all assessments complete. P Levels assessments completed. Progress is noted for most students – 2 in Literacy have achieved P level 14. Future recommendation: Continue with school wide assessment using tools that meet our student's needs. Need to look at moderation within syndicates and clarification with staff re the supports / strategies provided.		
1.3 Every student will have their voice heard through an effective communication system to support their engagement and communication.	- Assess all student's communication needs. - Provide staff training such as modelling. - Ensure consistent communication tools are being used across the school. - Provide students with opportunities to communicate.	- Students using communication tools to show their learning and voice - Students actively communicating using communication tools - Staff modelling the use of communication tools throughout the school day and across all environments

STRATEGIC GOAL 2: STAFF

All staff will work collaboratively in an interdisciplinary and interschool approach to support, share and learn.

Annual Aims (What we want)	What, Who, How, When (What we will do?)	Our Evidence (What you will see?)
2.2 Staff will participate in ongoing, relevant professional development to support effective practice to improve learning outcomes for all students.	- Develop a professional learning community and provide professional development both individualised and schoolwide that focuses on Literacy and Numeracy to improve learning outcomes for all students. - Engage in PD around Digital Technology and Fluency - Ensure that effective practise is implemented into teacher pedagogy	- Effective practice is modelled with differentiated programs evident in all classroom and learning environments - Improved learning outcomes for all students in Literacy and Numeracy - Quality staff who work collaboratively and have a shared understanding of effective pedagogy

Actual Outcomes / Conclusions and Future Recommendations

August 2019 – Significant amount of money set in the budget for PD. Ongoing PD for all staff focussing on the Charter and Strategic Direction of the school (e.g. Sally Clendon Literacy / Numicon / Zones of Regulation (behaviour and emotions) / Treaty of Waitangi / TEACCH / Digital Technology / Visible learning / NZ Specialist Educators Professional Development - Barry Carpenter – Engaging Learners with Complex Needs and Girls with Autism/ Zones of Regulation)

November 2019 – Effective focussed PD rolled out across the school, linked to the Strategic Plan. Syndicate meetings included PD and discussions. Evidence of increased awareness and use of Tikanga through PD (Te Wananga O Aotearoa).

Future recommendations – PD from Tamsyn Hanley (see also Culture and Environment). Workshops providing PD using staff strengths and visits to other classrooms to share skills and knowledge. Review and improve current Induction programme for new staff. Possible investigation of 'Well ness' PD for all staff.

STRATEGIC GOAL 3: CULTURE AND ENVIRONMENT

Our learning community will work in partnership with whānau/families and the wider community to provide a safe, caring, supportive and culturally responsive environment which ensures well-being for all.

Annual Aims (What we want)	What, Who, How, Wh (What we will do?)	Our Evidence (What you will see?)
3.1 Culturally responsive practice acknowledging firstly our bicultural commitment, providing experiences reflecting our community.	- Staff to reflect on their own cultural lens and approach students in a culturally responsive manner. - Develop community connections- <i>All staff and students will visit the local Marae</i> <i>Celebrations of cultural festivals and events</i> - A group of teachers will undertake a course – He papa Tikanga- which focuses on Te Reo Maori, Maori cultural protocols and traditions.	- A culturally responsive school where all staff, students and whanau have a shared vision, values and direction - Staff will have knowledge and understanding of language and cultural protocols, - Staff and students experiencing cultural events.
Actual Outcomes / Conclusions and Future Recommendations August 2019 – Begin all meetings with a karakia or waiata. Staff learning to pronounce the Wilson School whakatauki correctly. Students have participated in Matariki celebrations across the school. Tikanga Maori is encouraged and embedded in class and school culture. Staff have attended cultural workshops. There is a strong sense that staff are very keen to learn. Resources have been purchased to support Teaching and Learning across the school. Student and staff ethnic groups have been identified and recognised. November 2019 – Staff cultural group has formed and are sharing Waiata and encouraging the staff to join in. Identified a Kaumatua for the school. Classes involved in mainstream Kapa Haka groups. Some staff undertaking PD through Te Wananga O Aotearoa, and some are extending study. Employed a teacher with Te Reo and Tikanga qualifications. Future recommendations - using staff strengths and interests, arrange workshops and cultural events across the school. Whole school Marae visit. Where necessary bring in outside experts to facilitate.		

WILSON SCHOOL TARGET

For the year ended December 2019
Literacy Target 2019 to 2021

3-year Aim: to improve literacy skills in reading and writing

	Proposed Action	Expected Outcome
Baseline Data	During 2018 Wilson School used the P-Level Assessment tool to gather data on student's achievement. Whilst able to illustrate the small-grain progress students achieve, the data did show that progress is student specific with no apparent correlation between age, learning level or time at school. No two students follow the same learning path; therefore, all students have a personalised learning path. Using an identified tool (developed by Dr Sally Clendon) baseline data will be gathered for the following two cohorts Years 1 – 3 = 21 students Years 11 – 13 = 17 students	- Data to show evidence of student learning Focus on ➤ Reading Comprehension ➤ Conveying meaning (using alternate pencils where applicable) - Improved understanding of emergent and conventional literacy skills - The impact of the pedagogy on student learning
Intervention	- Expert Literacy Advisor – Dr Sally Clendon - On-going Literacy Professional Development across the school - Inquiry practice focusing on literacy practice - Team of 3 staff (2 Speech and Language therapists and 1 teacher) to assess students during March/April and Oct/Nov. This ensures data collated is reliable and provides consistency	- Shift in teachers/staff perspective on the teaching of literacy - Learners seeing themselves as writers - Strategies which may be student specific - Increased student engagement - Students actively involved in programmes

	- Regular literacy teaching across the whole school using research-based pedagogy - Use of personalised communication systems for students - Use of identified strategies and alternate pencils - On-going SLT support and input to class teachers	
Measuring success of Target	- Data used to inform teaching practice and programmes - Understanding how students learn best - Focus on next steps for individual students - Students engaged in the process	Students whose Achievement has improved as indicated by the end of year data Teachers who - Can implement effective literacy instruction to all learners - Know the next step for the learner - Can implement individualised programmes

Actual Outcomes / Conclusions and Future Recommendations

August 2019 – All staff attended an intense 2-day literacy PD at the beginning of the year. A literacy group, including the SLT's and a teacher formed and facilitated by Dr Sally Clendon. A focus of the group is to collect assessment data for the above cohort which reflects a true picture of students' skills. An assessment tool has been created for the students selected for the literacy target. Training provided for the group on how to assess – ensuring that there is a consistent approach across the cohort. Teachers have completed a reflection sheet and videoed a shared reading lesson, feedback and feedforward provided by Sally. Staff doing a literacy inquiry to inform and support their practice.

November - Dr Sally Clendon has done follow up PD on Emergent reading at a staff meeting. All staff provided planning and a video on Shared Reading which Sally evaluated and provided feedback and feedforward steps for teachers.

Future recommendations – The Literacy team will re-assess the Years 1 – 3 (21 students) and Years 11 – 13 (17 students) in term 1 2021

Dr Sally Clendon to facilitate the continued development of literacy practice (emergent and conventional) with a focus on phonological awareness, word attack skills (decoding) and AAC across the school, incorporating 4 Blocks. SLT to attend PODD training to support AAC and communication across the school. Teachers to assess the students outside of the selected cohort once they have been trained how to use the assessment tool, SLT's to provide training.

CONVENTIONAL ASSESSMENT – STUDENT SUMMARY

Whole-to-Part Reading Assessment

Surname	First Name	Word Identification		Listening Comprehension		Silent Reading Comprehension	
		2019		2019		2019	
B	N	6		DNM Primer		DNM Primer	
H	C	5		1		1	
K	G	5		DNM		DNM	
L	J	2		PP2		PP1	
W	T	2		DNM		DNM	
H	J			PP2			

Surname	First Name	Area of Greatest Need What is stopping this student from reading silently with comprehension one grade level higher?	
		2019	
B	N	Language	
H	C	Language	
K	G	Language	
L	J	Language/ memory	

Developmental Spelling Assessment

Surname	First Name	Date	back	lake	stick	sink	peeked	side
B	N	2019	back	lake	stick	sink	peeked	side
H	C	2019	back	lake	stick	sink	peeked	side
K	G	2019	back	lake	stick	sink	peeked	side
W	T	2019	back	lake	stick	sink	peeked	side

Surname	First Name	Date	mail	light	feet	dress	dragon	test
B	N	2019	mail	light	feet	dress	dragon	test
H	C	2019	mail	light	feet	dress	dragon	test
K	G	2019	mail	light	feet	dress	dragon	test
W	T	2019	mail	light	feet	dress	dragon	test

TRANSITIONAL ASSESSMENT – STUDENT SUMMARY

Surname	First Name	Letter Sound Knowledge			Concept of Word			Rhyme Identity		
		2019	/26		2019	/16		2019	/10	
B	N	26			16			10		
H	C	26			16			10		
K	G	26			16			10		
L	J	26			16			10		
R	A	25			16			10		
D	A	18			16			8		
W	X	16			16			8		
D	A	25			14			3		
W	T	26			16			10		
K	J	26			16			10		
H	J	13			14			6		
R		25			12			1		
H	D	18			12			3		
P	A	23			6			4		
M	W	23			1			7		
H	A	16			0			3		

Surname	First Name	Phoneme Matching				Phoneme Awareness			
		2019				2019			
B	N	10				42			
H	C	10				42			
K	G	10				42			
L	J	10				38			
R	A	10				13			
D	A	9				8			
W	X	10				17			
D	A	8				18			
W	T	10				42			
K	J	10				40			
H	J	10				0			
R	M	4				0			
H	D	18				0			
P	A	5				0			
M	W	6				2			
H	A	16				0			

Surname	First Name	Word Recog – Decodable				Word Recog – High Freq				Comprehension			
		2019				2019				2019			
B	N	10				10				10			
H	C	10				10				10			
K	G	10				10				9			
L	J	8				10				10			
R	A	1				6				6			
D	A	6 (using alternate access)				9				7			
W	X	6				3				7			
D	A	7				10				8			
W	T	10				10				1			
K	J	10				10				5			
H	J	0				0				10			
R	M	0				0				1			
H	D	0				6				5			
P	A	1				1				9			
M	W	4				1				3			
H	A	0				0				2			

EMERGENT ASSESSMENT – STUDENT SUMMARY

Surname	First Name	Letter Name Knowledge Upper case /26		Letter Name Knowledge Lower case /26		Concepts about Print /14	
		2019		2019		2019	
K	G	26		26		12	
R	A	26		26		11	
D	A	26		26		5	
R	M	26		26		8	
M	W	26		26		9	
E	T	26		26		5	
C	L	26		25		5	
P	A	26		25		4	
L	Q	25		20		1	
S	T	24		21		1	
V	P	23		25		2	
H	A	19		20		7	
H	J	18		10		10/13	
W	X	14		11		7	
H	J	12		16		10	
M	D	12		7		1	
H	L	9		7			
W	C	9		7		4	
D	L	8		3		0	
S	J	7		10		3	
A	J	7		4		2	
E	L	7		0		0	
A	S	6		9		4	
H	R	6		4		4	
M	T	6		7		1	

DEVELOPMENTAL WRITING SCALE – STUDENT SUMMARY

Surname	First Name	Writing Tool 1	Developmental Writing /14			Writing Tool 2	Developmental Writing /14		
			2019				2019		
A	S	Pencil	1						
A	J	Felt	Pre-Level 1						
B	N	pen	11						
C	L	Pencil	3						
D	L								
D	J	Felt	1						
D	A					Snap + Core	8		
D	A	Pencil	9						
E	T								
E	L	Felt	Pre-Level 1						
H	C	Pencil	12						
H	D	Pencil	5						
H	A	Pencil	1						
*H	J					(Refer to Literacy Assessment Checklist of Auditory Scanners)			
H	R								
H	J	Pencil	2						
H	L								
K	C	-	0						
K	G	Pencil	11						
K	J	Pen	7						
L	J	Pencil	6			Laptop + Keyboard	12		
*L	J					(Refer to Literacy Assessment Checklist of Auditory Scanners)			
L	I	Felt	1						
L	Q	Felt	2						
*M	N					(Refer to Literacy Assessment Checklist of Auditory Scanners)			
M	W	Pencil	4						

Wilson School Assessment Results for Nov 2019

Data is reflective of the learning relating to 66 students against the P Levels

Numeracy - Number:

Learning Level	% of students learning at this level May 2019	% of students learning at this level Nov 2019	Student changed cohort
P Level 0.2 – 3.9	36% (24)	32% (21)	-3
P Level 4 – 8.9	44% (29)	44% (29)	-3
P Level 9 - 14	20% (13)	24% (16)	

(XX) actual number of students

Progress

Incremental Progress	Student Numbers across the P Levels (.2 – 3.9) + (4 – 8.9) + (9 – 14)	Total of students	% of students
No Progress	8 + 3 + 5	16	24%
Between 0.1 – 0.5	7 + 10 + 4	21	32%
Between 0.6 - 1	6 + 3 + 2	11	17%
Greater than 1	3 + 13 + 2	18	27%

Literacy - Reading:

Learning Level	% of students learning at this level May 2019	% of students learning at this level Nov 2019	Student changed cohort
P Level 0.2 – 3.9	39% (26)	34% (22)	-4
P Level 4 – 8.9	41% (27)	39% (26)	-5
P Level 9 - 14	20% (13)	27% (18)	

(XX) actual number of students

Progress

Incremental Progress	Student Numbers across the P Levels (.2 – 3.9) + (4 – 8.9) + (9 – 14)	Total of students	% of students
No Progress	9 + 4 + 7	20	30.3%
Between 0.1 – 0.5	9 + 8 + 3	20	30.3%
Between 0.6 - 1	5 + 8 + 2	15	23%
Greater than 1	3 + 6 + 1	10	15%
Regression	0 + 1 + 0	1	1.4%

Comparison

Number	Reading
76% (50) Made progress	68% (45) Made progress
24% (16) Made no progress against this tool	30.3% (20) Made no progress against this tool
	1.4 % (1) Appeared to regress In the last 17 months gains of 2.3 levels have been achieved

Analysis:

- ✚ Significant numbers of students are making progress across both number and reading
- ✚ 2 students achieved P Level 14 in Reading (highest level of this assessment tool). This learning is equivalent to end of level 1 of the NZC. However, as educators/teachers we are aware that we implement strategies and prompts that support all our learners to achieve
- ✚ Of the 26 learners learning within P Levels 0.2 – 3.9 in reading:
 - 34.5% (9) made no progress
 - 34.5% (9) made incremental gains of between 0.1 - 0.5
 - Learners at P Levels 0.2 – 3.9 can remain learning at this level for the entire education
 - Approx. a fifth of learners at Wilson School are learning at this level
 - Similar data is shown in number
- ✚ Of the 29 learners learning within P Levels 4 – 8.9 in number/reading:
 - 90% (26) + 81% (22) made progress
 The break down as follows:
 - 34% (10) + 30% (8) made incremental gains between 0.1 – 0.5

- 10 % (3) + 30% (8) made incremental gains between 0.6 – 1 whole level
- 45% (13) + 22% (6) made incremental gains of over 1 whole level
- 10% (3) + 15% (4) made no progress

- ✚ By teasing the data out to represent individual students, we can see that for most students their progress is represented in small incremental changes that are not measured in whole levels (1.0). To view progress, we need to identify the small incremental changes
- ✚ In addition, by viewing the % of students learning within the 3 cohorts (specifically $0.2 - 3.9 + 4 - 8.9$) we can see that a small number of students are learning at different P Levels within the 2 identified learning areas of number and reading

Overview

- ✚ P Levels assess progress against a specific set of criteria. As indicated above some students have not made progress against this specific tool but have made progress in other areas of their learning
- ✚ Teachers and the BOT need to be aware

Future Considerations/What Next

- ✚ Identify appropriate tools to assess learners learning at P Level 14+
- ✚ Moderate OTJs (Overall Teacher Judgements) in syndicate teams
- ✚ Identify electronic assessment tools for 2020 for all students
- ✚ Provide training to teachers as required



Wilson School

Acting Principal: Rosemary Jenkins

In 2019 Wilson School received a total of \$2527 .

The majority of this funding was spent on a trampoline for our students at our Satellite class at Albany Junior High School. The cost of this was \$ 2438.00

The balance of the Kiwisports funding went to support transporting our senior students to attend Special Olympics Football on 5th June at Albany Senior High School and Special Olympics Basketball on 28 August at Albany Senior High School.

Regards

Rosemary Jenkins

Nga Mihi

Rosemary Jenkins

Acting Principal

Wilson School

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