



Student Achievement Targets 2019 Analysis of Variance

Laingholm Primary School
'The Greatest Little School in the Universe'

Self Review Notes:

Informing future practice ...

Student Achievement Target for 2019

Target Number #1 - High Expectations

1.0 - Target:

To ensure that while we strive to achieve the four previous educational targets we do not lose sight of our goal to have, by the end of the 2019 school year;

- 95% of our students achieving 'at' or 'above' the relevant 'Laingholm Primary School Expectation' in Reading.
- 95% of our students achieving 'at' or 'above' the relevant 'Laingholm Primary School Expectation' in Writing.
- 95% of our students achieving 'at' or 'above' the relevant 'Laingholm Primary School Expectation' in Mathematics.

2.0 - Analysis of Variance:

Based on the data collected at the end of 2019 the overall achievement against the 'High Expectations' goal was;

- **95%** of our students achieved 'at' or 'above' the relevant 'Laingholm Primary School Expectation' in Reading. This outstanding achievement marks the eighth year in a row the result has been 90% or above and the fifth time in the last six years the result has been 95% or better. The result makes an increase in achievement of 14% from the baseline data recorded in 2010.
- **96%** of our students achieving 'at' or 'above' the relevant 'Laingholm Primary School Expectation' in Writing. This outstanding achievement marks the seventh year in a row the result has been 90% or above and the fourth time in the last six years the result has exceeded 95%. The result makes an increase in achievement of 9% from the baseline data recorded in 2010.
- **93%** of our students achieving 'at' or 'above' the relevant 'Laingholm Primary School Expectation' in Mathematics. A detailed analysis of the underlying data revealed we missed the target by a less than four students. This outstanding achievement marks the eighth year in a row the data has been 90% or above having exceeded 95% twice in the last six years.

3.0 - Next Steps:

We, as a school, believe that maintaining high expectations of our students - and our teachers - is essential. As a Board we are committed to providing all reasonable resources to ensure that we continue to meet our expectation of 95% of our students achieving 'at' or 'above' agreed expectations.

MET IN PART

"What do we want for our students?"



Self Review Notes:*Informing future practice ...***Student Achievement Target for 2019****Target Number #2 - Passion Projects****1.0 - Target:**

To ensure that 100% of students who met the following foundation literacy standards in the end of year (EOY) data set, are involved in the 'Passion Projects' initiative.

- Reading 'at' or 'above' Level 22
- Writing 'at' or 'above' Level 2B
- Working at Early Stage 5 and Strand Level 2

The Passion Projects initiative will improve student agency - choice and voice - by allowing students to select an area of interest, something they are curious about, to study. With the students choosing the content of the study - the 'what', the teachers will focus on teaching the students 'how' to learn.

2.0 - Analysis of Variance:

Based on the data collected at the end of 2019, 100% of the students that met the foundation literacy standards at the end of 2018 were involved in the 'Passion Projects' initiative.

3.0 - Next Steps:

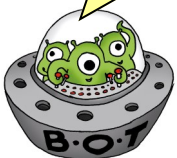
While this was an interesting inquiry it raised a number of significant questions. For example is the arbitrary assessment at the previous year the best way of selecting students for this initiative. How do we cater for students that meet these foundation literacy skills by the end of the first assessment cycle in Week 5 of Term 1.

While the students were certainly interested in pursuing their 'passion projects' they were generally more motivated and engaged by the school wide curriculum, including as it did in 2019 a school production and art exhibition.

As teachers we need to examine the underlying premise of student engagement. If the school provides a rich, broad and engaging curriculum - particularly if that curriculum engages students in experiences and activities that 'they didn't know they didn't know' - are passion projects as important as a vehicle to learn 'how to learn' skills.

Further consideration of these questions will be part of the 2020 professional learning and development programme which includes a focus on identification and catering for gifted and talented students and assessment for learning.

"What do we want for our students?"



MET IN FULL

Self Review Notes:

*Informing future
practice ...*

Student Achievement Target for 2019

Target Number #3 - Expectations of Progress

1.0 - Target:

Under the National Standards regime a significant number of our students, 66% based on the EOY 2018, would have been assigned, by the arbitrary nature of the regime, achievement goals that were actually lower than their current level of achievement.

To ensure every student has meaningful goals for reading, writing and mathematics we need to be able to project where we expect every student, based on their individual learning dispositions, to be achieving by the end of the school year from any given baseline at the start of the year.

Our goal is that, during the year, we can establish meaningful SMART goals for all students in reading and writing based on any given baseline data point and our understanding of the unique learning dispositions of each individual learner.

2.0 - Analysis of Variance:

While this goal provided the basis of many detailed conversations and work streams the true scope of the task, specifically understanding the learning dispositions of each student, only really became apparent half way through the year.

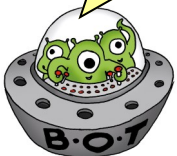
As we continue to map the huge variation of learning dispositions and the possible effect that these may have on progress, it may simply not be possible to identify a unique quantifiable achievement target for every student. A learning map may be a more appropriate way to track progress with specific 'way markers' of achievement rather than a defined 'this far in this timeframe'.

3.0 - Next Steps:

To continue the conversation, and inquiries, around what constitutes acceptable progress from any given starting point. Specifically how this can be assessed, quantified and reported on.

To consider an alternative approach of 'learning maps' with specific 'way markers' of achievement.

"What do we
want for our
students?"



ROLLED OVER