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# Waimate High School #362

## Analysis of Variance Report

2019



### Areas of focus:

- Excellent Year 7 and 8 Student Attainment in Reading, Writing and Mathematics
- Excellent Year 9 and 10 Student Attainment in Literacy
- Excellent Year 9 and 10 Student Attainment in Numeracy
- Excellent Student Attainment in NCEA and as graduating students

## Focus: Excellent Student Attainment in Curriculum Levels

### Strategic Aim:

All learners at Waimate High School are actively engaged and achieve individual excellence through a full and balanced curriculum that responds to individual needs and values and is underpinned by the NZC and national priorities.

### Annual Aim:

Increase the number of students who are at or above in Reading, Writing and Mathematics

### Target 1:

The target group of Year 7 and 8 students who are below the Reading, Writing and Mathematics standard at the end of 2018 will have made more than one year's progress at the end of 2019.

### Data:

#### % Students Achieving At or Above the Curriculum Level at the end of 2018 and the end of 2019

Reading	2018		2019		Writing	2018		2019		Mathematics	2018		2019	
	Year 7	Year 8	Year 7	Year 8		Year 7	Year 8	Year 7	Year 8		Year 7	Year 8	Year 7	Year 8
All students	75%	67%	83.8%	87.7%	All students	72%	72%	73%	78.9%	All students	79%	89%	86.5%	80.7%
Males	72%	65%	77.3%	84.6%	Males	56%	68%	63.5%	69.2%	Males	80%	86%	77.2%	80.8%
Females	78%	69%	93.3%	90.3%	Females	84%	78%	86.7%	87.1%	Females	78%	93%	100%	80.7%
Māori	43%	33%	100%	100%	Māori	57%	33%	71.4%	80%	Māori	40%	100%	85.7%	60%

### Overall review:

Looking at the Year 7 cohort of students who were in Year 7 in 2018 and comparing them to the overall data at the end of year 8 in 2019, increases were achieved in reading, writing and mathematics. These increases were: Reading 87.7% (compared with 75% in 2018), Writing 78.9% (compared with 72% in 2018) and Mathematics 80.7% (compared with 79% in 2018).

2018 data showed overall that girls were outperforming boys in achieving at or above throughout all three disciplines. In 2019 This trend continues in reading and writing, however, in mathematics, the same cohort has boys and girls on par achieving at 80.8% and 80.7% respectively.

In Reading, the end of year data for 2018 (then) year 7 students, (now) year 8 students shows the boys were achieving higher in 2019 than they were in 2018 going from 72% to 84.6%. Girls were also up from 78% to 90.3%. Māori students went from 43% achieving at or above to 100% achieving at or above.

In Writing, the end of year data for 2018 (then) year 7 students, (now) year 8 students shows the boys were up from 56% to 69.2% while the girls were slightly up from 84% to 87.1%. Māori students went from 57% achieving at or above to 80%.

In Mathematics the end of year data for 2018 for (then) year 7 students, (now) year 8 students shows the boys were achieving at the same level around 80% compared with the girls who were slightly up from 78% to 80.7%. Māori students achieving at or above in this cohort were up 20% from 2018.

Interesting to note, the end of year data for 2018 for (then) year 7 students, (now) year 8 students shows the total number in the cohort remains unchanged at 57 however, the demographics of this number has altered with students who have left, having been replaced by other students who have enrolled throughout the year



## Waimate High School Analysis of Variance

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p><b>Reading</b>            DEAR reading programme five days period 3 for 20 minutes. This was a whole school initiative. Personal reading for enjoyment as well as subject based set reading.</p> <p>Reading to students – novel            Research reading online – topic related</p> <p>Librarian read to student weekly during a set time.</p> <p>Paired reading programme set up for year 7H as well as buddy reading with year 3 &amp; 4 Main school students.</p> <p>Librarian also worked with extension reading group once a week in year 7</p> <p>Buddy reading (across year levels)            Paired reading (7H)</p>	<p>There have been huge increases in our reading data from 2018 to 2019.</p> <p>Our 2018 Year 7 students had an achievement rate of 75% compared to 87.7% in Year 8 2019 (same group of students).</p> <p>Both males and females have made dramatic increases from Year 7 2018 to Year 8 2019.            Boys – 65% to 84.6%            Girls – 69% to 90.3%</p> <p>Across both cohorts, boys are achieving lower than girls, having more represented in the below/well below categories. Boys are below (14.5%) and well below (4.2%). Girls are below (6.5%) and well below (2.2%).</p> <p>Our Maori achievement in 2019 for both Year 7 and Year 8 is 100% for At/Above. This is a great improvement from 2018.</p>	<p>The introduction of DEAR across the school meant that Year 7 and 8 students had regular reading time every day and this has been beneficial for their reading.</p> <p>Increased positive attitudes towards reading and instilled a being prepared for reading attitude.</p> <p>Students enjoyed being read to, engaging comprehension and recall questions afterwards.</p> <p>Although the data shows a reduction in Year 8 achievement, it only</p>	<p>Encouraging more choice of reading genres and media for personal reading, especially during DEAR.</p> <p>Continue with purposeful library sessions working with our Librarian, this could include reading to, researching, activities/games to increase engagement in new reading material for boys.</p> <p>Homeroom teachers will implement 4 students who they will target for reading and for whom they will run a specific reading programme. (this could be with support of our Learning Support Co-ordinator)</p>

<p><b>Writing</b></p> <p>Literacy remained a focus continuing on from the ALL programme with 16 target students identified as below in years 7 &amp; 8 as the focus.</p>	<p>Overall results of target students (as per e-asttle data supplied by English Dept) show</p> <p>Year 7 cohort shows 1 out of 8 students made accelerated progress, while 3 out of 8 made expected progress and 3 made no accelerated progress.</p> <p>Year 8 cohort show 7 out of 8 made accelerated progress, while 1 out of 8 made expected progress.</p>	<p>Data based on asttle test does not include OTJ or other formative / assessments.</p> <p>Students did not make the expected shifts in their attitude to writing and generally remained low in mindset.</p> <p>Year 8 Writing programme included specific teaching of skills</p>	<p>Re-implement the ALL programme (from 2018) and use strategies that have been identified as successful, eg front loading, exemplars, writing frames, scaffolding, conferencing, pathways to progress with weekly goals, close liaison with parents.</p> <p>Writing programmes to focus on developing positive attitudes towards writing and the teaching of surface features.</p> <p>Learning Team focus continue on writing</p>
<p><b>Mathematics</b></p> <p>Opportunity for students to have a concentrated focus as the start of each Math lesson.</p> <p>Do now activities and basic facts have been a focus to begin a lesson.</p> <p>Follow up work using Education Perfect and sumdog as revision, homework and work completion tasks.</p> <p>Maths PLD has been the COL focus this year.</p> <p>Maths eyes strategies used following PLD sessions (COL and independently in schools).</p> <p>Beginning to link maths with other subject areas where students are able to see the connections across the curriculum.</p>	<p>Overall, 83% of Year 7 and 8 students in 2019 are achieving at or Above.</p> <p>There has been a small increase for our 2019 Year 8 cohort compared to their 2018 data. Our 2018 Year 7 students had 79% achieving at or above compared to 80.7% in the 2019 Year 8. (Same cohort). There are also small increases in female and male achievement over this period.</p> <p>Maori students made the largest jump, from 40% in Year 7 2018 to 60% in Year 8 2019.</p> <p>Our female Year 7 students are the strongest achieving group, having 100% achieve at or above.</p>	<p>Having smaller class sizes in year 7 may have contributed to the pleasing results due as this has allowed more one:to one / group time and other differentiated learning opportunities.</p> <p>Targeted basic facts/multiplication with students as Do Now.</p> <p>PLD around growth mindset beneficial</p> <p>Lack of consistent judgement on OTJs across Homeroom teachers.</p> <p>PLD facilitators worked in classes with individual teachers.</p>	<p>Continue working on basic facts Work on multiplication tables to catch everyone up</p> <p>Continue on with 'Do now' activities Whole class teaching then differentiated learning such as peer/group or rotational activities</p> <p>Include use of NZ mathematics units linking Mathematical strands and real world activities</p> <p>Establish clear benchmarks for OTJs to ensure more reliable data</p> <p>Continue to work with COL PLD facilitators</p> <p>Each class schedule rich task activity every two weeks.</p>

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**Focus: Excellent Student Attainment in Literacy****Strategic Aim:**

All learners at Waimate High School are actively engaged and achieve individual excellence through a full and balanced curriculum that responds to individual needs and values and is underpinned by the NZC and national priorities.

**Annual Aim:**

Increase the number of students achieving at or above the expected curriculum level in e-asttle literacy

**Target 2:**

The group of Year 9 and 10 students who are below the standard in literacy at the end of 2018 will have made accelerated progress by the end of 2019.

**Baseline data 2018:****Year 9**

7 students were identified as below the NM in writing.  
9 students were identified as target students.

**Year 10**

18 students were identified as below the NM in writing.  
9 students were identified as target students.

**2019:****Year 9**

13 students were identified as below the NM in writing.  
8 students were identified as target students.

**Year 10**

4 students were identified as below the NM in writing.  
9 students were identified as target students.

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p><b>Reading</b> Whole staff PLD on mid-year AsTTle Reading data and analysis of next steps for each cohort by Learning Teams/teachers of each year level.</p> <p>Ongoing work on embedding SOLO in all areas of the curriculum particularly around the use of HOT SOLO maps.</p> <p>Reintroduction of DEAR and buddy reading used to try and create a whole school culture of reading for pleasure and improve attitudes towards reading.</p>	<p><b>Year 9 Cohort</b> 57% of students are 'at' or 'above' the National Mean compared with 50% at the end of Year 8. 43% of students made accelerated progress. 14% of students made the expected progress of one sublevel.</p> <p>Of the 11 remaining students with two lots of data who were identified as below: four are now at and seven are still below.</p> <p>Of these 11, six have made accelerated progress, four made expected progress and one went down.</p> <p>Of the five that either made expected progress or went down: two made expected progress in 2018 and three did not.</p> <p><b>Year 10 Cohort</b> 57% of students are 'at' or 'above' the National Mean compared with 86% at the end of Year 9. 36% of students made accelerated progress. 25% of students made the expected progress of one sublevel.</p>	<p>There has been an increase in the number of students below the level. This is because we have had seven students join this cohort who are below the level and 11 students leave who were at or above the required curriculum level.</p> <p>All five of these students had a lower than average attitude score to reading</p> <p>There seems to be a large drop off, however this is because 37% of the students last year made accelerated progress to reach the level and would not be expected to do so again this year.</p> <p>Those who are scoring below the nm in reading are scoring lower on</p>	<p>18/29 students in this cohort had a lower deeper level comprehension scores so inference skills will need to be an area of focus of the Year 10 Learning Team in 2020.</p> <p>Further work needs to be done to improve students' attitude towards reading, particularly for boys as they are over-represented in the below category. Further work in DEAR time, PLD and Learning Teams will be needed to try and encourage more positive attitudes towards reading. This also needs to be modelled by staff.</p> <p>There will need to be a focus in Senior Learning Teams on using strategies for skimming and scanning for information in a text and the use of SOLO maps to scaffold the collection of this information.</p>

	<p>Of the 10 students with two lots of data who were identified as below: four made accelerated progress, three made expected progress, one remained the same and two went down.</p>	<p>identifying the main ideas in texts. Those who are well below also struggle more with surface comprehension which means they are struggling to extract the basic meaning and information from texts. Of the two students who went down, one had accelerated by a curriculum level last year and the other student had specific concerns around their attendance.</p>	
<p><b>Writing</b> Analysis of baseline data at the beginning of the year to inform Learning Teams' focus.</p> <p>Learning Teams continued to focus on ways to scaffold writing to improve its structure and content.</p> <p>Embedding of SOLO HOT maps and language.</p>	<p><b>Year 9 Cohort</b> 83% of students are 'at' or 'above' the National Mean compared with 42% at the end of Year 8. 74% of students made accelerated progress. 5% of students made the expected progress of one sublevel.</p> <p>Of the seven target students with end of year data: three are now at the level, two are above and the remaining three are still below.</p> <p>Of the five students with two lots of data, all five made accelerated progress.</p> <p><b>Year 10 Cohort</b> 91% of students are 'at' or 'above' the National Mean compared with 83% at the end of Year 9.</p>	<p>The general trend at Waimate High School and nationally is a drop off in Year 8 followed by an acceleration at Year 9. This data reflects this. This may also be due to the specialist teaching in the senior school which is focused on developing the style of writing needed in NCEA.</p> <p>While the students are making accelerated progress some who are below required more than one year of acceleration to bring them up to the required level.</p> <p>The high number of students at or above the NM in this test reflects the</p>	<p>PLD focus on the specific writing weaknesses evident in each year level. This will allow for the development of resources and literacy strategies to target these weaknesses.</p> <p>Individual writing goals will be developed in collaboration with each student in English to be applied and reflected upon across the curriculum.</p> <p>Introduction of PaCT tool in 2020 to encourage greater cross curricular ownership of the teaching of writing as those students who are below the level at both Years 9 and 10 display a poor understanding of the basic spelling, punctuation and grammar rules. Accuracy of expression needs to be highlighted as important in all areas not just in English if we are to shift these students.</p> <p>Senior Learning Teams will need to continue their focus on using writing frames and SOLO HOT maps to help</p>



## Focus: Excellent Student Attainment in Numeracy

### Strategic Aim:

All learners at Waimate High School are actively engaged and achieve individual excellence through a full and balanced curriculum that responds to individual needs and values and is underpinned by the NZC and national priorities.

### Annual Aim:

Increase the number of students achieving at or above the expected curriculum level in PAT Mathematics

### Target 3:

The group of Year 9 and 10 students who are below the standard in numeracy at the end of 2018 will have made accelerated progress by the end of 2019

### Baseline data:

Year 9 results as a percentage of the cohort. Note that 20 of the 32 learners at the end of 2019 have been at WHS since Year 7. The learners who arrived in 2019 were mainly in stanines 1 to 3 with the others being stanine 4.

Stanine	Year 7 January 2017	Year 7 November 2017	Year 8 November 2018	Year 9 November 2019	<b>Comments:</b> The overall average for the Year 9 scaled score was 59.8, which is below the expected average of 65.4. This cohort has made less progress than the expected average during Year 9.  This cohort had 31% of those who sat the MidYIS test at the beginning of the year in the lowest band, band D. This should be roughly equivalent to stanines 1 to 3. In this cohort this is quite different to both the end of year 8 PAT of 17% in stanines 1 to 3 and the 48% of learners who were there at the end of year 9.
1 to 3	10%	5%	17%	48%	
4 to 6	80%	68%	70%	48%	
7 to 9	10%	27%	3%	4%	

Year 10 Results as a percentage of the cohort. Note that 20 of the 36 learners at the end of 2019 have been at WHS since Year 7.

Stanine	Year 7 January 2016	Year 7 November 2016	Year 8 November 2017	Year 9 November 2018	Year 10 November 2019	<b>Comments:</b> The overall mean for the Year 10's scaled score was 66.8 which is just higher than the expected average of 66.6.  This cohort had 55% of the students in Band D for Numeracy in MidYIS at the beginning of 2018 (this should be equivalent to stanines 1 to 3 in PATs), yet by the end of the year there were only 25% in stanines 1 to 3. This indicates good progress.
1 to 3	20%	25%	42%	30%	25%	
4 to 6	65%	55%	46%	58%	61%	
7 to 9	15%	20%	12%	12%	14%	

Actions (what did we do?)	Outcomes (what happened?)	Outcomes (what happened?)	Evaluation (where to next?)
<p>This year was the second year of the new combined Year 9 and 10 programme in the Mathematics and Statistics department. Regular informal meetings continued with all the teachers to help teachers who had not taught Mathematics before (or for a long time) to keep abreast of what they were supposed to be doing.</p> <p>In 2019 we continued to use the Numeracy Ninjas programme. Weeks 1 to 20 with Year 9 and weeks 21 to 40 with Year 10. In previous years we had mainly used the programme in Term 1, but this year it was continued as a starter exercise all through the year with a non-timed version being trialled in one class.</p> <p>In 2018 we introduced learning journals in Years 9 and 10 for a number of reasons. These helped to make learners more aware of their learning, as well as bringing writing about mathematics into the non-Statistics topics. Learners wrote the Learning Objective at the beginning of the lesson, then at the end wrote what they had learnt giving an example, what level of SOLO they were working at and how they knew. Some classes also included worked examples from the board.</p>	<p><b>Year 9 Target</b> In Year 9 there were eight Numeracy target students, one of whom left during the year. Of the remaining seven, one made less than expected progress, two made expected progress and the other four made accelerated progress. The two students who made expected progress remain below the expected level, as do three of the learners who made accelerated progress. The rest of the target students are at the at the expected curriculum level.</p> <p><b>Year 10 Target</b> In Year 10 there were eight Numeracy target students, one of whom left during the year. Of the remaining seven, two made accelerated progress, one made expected progress and the other four students made progress, but less than expected. Three of the learners who did not make accelerated progress in 2019 made similar progress to what they had made in 2018 and another two had made accelerated progress in 2018.</p>	<p><b>Year 9 Target</b> Although most of the target students in Year 9 were still below the expected curriculum level at the end of the year, they had made expected or accelerated progress. Three of the four learners who made accelerated progress were boys. One of the two who made expected progress was a boy. The target student who made less than expected progress was a girl. The second half of the two year programme covered less from Number and Measurement. The learners will be covering this in year 10.</p> <p><b>Year 10 Target</b> There were four of the target students who made less than expected progress in 2019. Three of these were girls. Two of them had poor attendance at 76% and 80%. One of the learners who made accelerated progress in 2019 had an excellent attitude towards her learning, and the other had an improvement in attitude as the year went on. Six of the seven target students attempted an achievement standard at the end of the year with 5 of the 6 achieving, one with Excellence.</p> <p>Learners were able to go into more depth on the topics taught. This has meant that just over half of the curriculum is taught in each year. There is some reinforcement of skills, especially Number skills covered in the Numeracy Ninjas.</p>	<p>In 2020, we will be going back to the first year of the two year programme, covering the topics that weren't covered in 2019, while reinforcing the Numeracy skills and attitudes that learners need to prepare them for NCEA and in life beyond school</p> <p>Continue with their use across all Year 9 and 10 classes. Keep them in book form as this does help learners to see their progress and give them something to refer back to. Learners will also be given the option of using a times tables square to make sure that they can access more challenging multiplication.</p> <p>In 2020 we will be continuing to use these learning journals and these will be used by all Maths teachers. At the beginning of the year, we will be having a class conversation about their learning before learners are asked to write how they went that lesson.</p> <p>The Mathematics focus in the CoL continues into 2020 with all Year 7 to 10 teachers of Mathematics.</p>

<p>2019 was the first year of the CoL wide focus on Mathematics. All Year 9 and 10 teachers had individual time in classes with the facilitators. There were also PD sessions throughout the year</p>		<p>All the classes used the Numeracy Ninja programme well. The daily reinforcement of numeracy skills has had a positive benefit for learners. Learners were also able to pick one or two skills from the key skills area to go over to help them improve for next time. Learners were also able to see their progress, and were keen to see how their average, and high, scores changed over time. We continued to copy these into booklets to help learners see their progress, as well as remind them how to do things they weren't completely sure of.</p> <p>The learning journals worked well again in 2019, although not with as much consistency on implementation by all teachers. Discussions of SOLO and how we learn mathematics helped learners assess their own learning. These were also used as learners' self-assessment and contributed towards their overall grade.</p> <p>Supported by the Maths PLD and facilitators working with teachers in their classrooms teachers were more willing to try stepping out of their comfort zone to try new things like using equipment in solving problems.</p>	
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- **Planning for 2020:**
- In 2020 the CoL wide focus on maths/numeracy is continuing. The department as a whole has a focus on developing a growth mindset in our learners (and teachers).
- SOLO is embedded in the unit planning, and will continue to be used every lesson when talking about learning.
- Continue to use materials from a variety of sources, such as transum.org, Khan Academy, Mathworksheets4Kids as well as textbooks to provide differentiated learning opportunities.
- In 2020, we have another new teacher in the department who will need support in their teaching of Mathematics.

## Focus: Excellent Student Attainment in NCEA

### Strategic Aim:

All learners at Waimate High School are actively engaged and achieve individual excellence through a full and balanced curriculum that responds to individual needs and values and is underpinned by the NZC and national priorities.

### Annual Aim:

Increase the number of students leaving school with NCEA level 2 or better

### Target 4:

The group of NCEA students identified as being at risk of not achieving NCEA level 1, 2 or 3 will be supported to ensure they achieve their goals.

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<ul style="list-style-type: none"> <li>• Every senior teacher will identify students and these will be monitored regularly through department meetings and Learning Teams.</li> <li>• The focus will be on writing, which is a school and continued CoL focus. To help with this, SOLO will continue to be embedded in lessons to give students more clarity around their learning and next steps.</li> <li>• Teachers are also involved in the Years 7&amp;8 and Years 9 &amp; 10 Learning Teams. This will allow students to be tracked through the year levels, so a greater understanding of the students can be gained and built upon.</li> <li>• With more focused monitoring of students, staff will be able to identify areas of weakness or concerns earlier and identified strategies to address these through Learning Teams and staff PLD.</li> </ul>	<p><b>Year 11</b>            21 students were identified as target students, with 10 students being targeted by two or more teachers.            1 student left during the year for a full-time apprenticeship.            81% gained both Literacy and Numeracy.            14% gained Literacy only.            24% of the 21 target students gained Level 1.</p>	<p>2 students had serious mental health issues. There was a lot of support given to these students through LAs and the Guidance Counsellor and Pastoral Manager. Despite the extensive support given, the students failed to pass Level 1.</p> <p>6 of the 21 targeted students have chosen not to return to school.</p> <ul style="list-style-type: none"> <li>• 3 are seeking full time employment.</li> <li>• 1 has a Butchery apprenticeship.</li> <li>• 1 has gone to study at Community College.</li> <li>• 1 has gone to Mountain View.</li> </ul> <p>Of the remaining 15 students:            5 gained Level 1            10 gained both Numeracy and Literacy            3 have gained Literacy            2 still require both Numeracy and Literacy.</p>	<p>Of these two students, one has returned to Waimate High School and will sit an internals only based course. The other student has not returned, opting to go to Community College in 2020.</p> <p>The number of target students was quite large. In 2020, this number will be reduced so that a more concentrated approach can be given.</p> <p>The senior Learning Team documents will have a section for teachers to insert what strategies they used the previous year, to help the students, at the top of the individual pages. This will help give a starting point, and also aide the new members of staff who were not a part of the process last year.</p> <p>A greater link will be made from the transition from Year 10 to Year 11, with conversations between Learning Team Leaders and successful</p>

	<p><b>Year 12</b> Of the 10 target students identified: 7 gained Level 2 1 gained Level 1 and is only 2 marks off Level 2. 1 has 74 credits at Level 2, so will gain this Level in 2020. 1 had already gained a place at Ara to do Beauty.</p> <p><b>Year 13</b> Of the 7 identified target students: 4 gained Level 3 3 gained UE 2 failed to gain Level 3 1 student met the target of gaining Level 2 and was only 14 credits from gaining Level 3.</p>	<p>Of the 10 target students, all but 1 met their goal. 3 have gone to Ara to study, Beauty, Hairdressing, and Mechanics, respectively. 1 has gone to Community College 1 has gained an Apprenticeship with Rooney's. The remaining students returned to school. Of the 2 still to pass Level 2, they will be target students in 2020 and should achieve this Level easily, as they are both very close to passing.</p> <p>Of the 7 target students: All have been able to move on with their chosen pathways. 3 have gone to University. 1 has gone to Ara Dunedin to do a Bridging Course for Engineering. 1 has gone to Nelson for Missionary work training. 1 has gone to Ara to do Business Management. 1 had the opportunity to carry on with their career pathway, but opted to take a gap year.</p>	<p>strategies placed into the individual student's page.</p> <p>The monitoring and interventions given to these students, saw positive results. 70% gained Level 2, 20% will gain Level 2 in 2020, and 100% were able to move on and continue with their chosen pathway, whether this was at school, Ara, Community College, or Apprenticeship.</p> <p>Continued close monitoring of students by classroom teachers, Learning Teams, LAs and Pastoral Manager, to ensure early intervention is identified and acted upon by all. Students will be targeted by as many teachers as possible, to ensure continuity of successful strategies through the different subject areas.</p>
<p><b>Planning for 2020:</b></p> <ul style="list-style-type: none"> <li>• <i>Learning Team meetings will be focused around 'show and tell'. Teachers will be asked to bring along some examples of the strategies they have tried.</i></li> <li>• <i>Teachers will identify four target students across the senior school.</i></li> <li>• <i>Continue to use One Note as the means of reporting on strategies tried and student progress.</i></li> <li>• <i>Continue to meet on a three-week cycle, keeping each year level on a separate week</i></li> </ul>			