

# Analysis of Variance Reporting



<b>School Name:</b>	Te Pahu School	<b>School Number:</b>	2013
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<b>Strategic Aim:</b>	<p>Strategic Goals One and Two:</p> <ul style="list-style-type: none"> <li>All students are able to successfully access the New Zealand Curriculum with achievement in literacy and numeracy being measured in relation to the National Standards.</li> <li>Grow effective teacher practices so that teaching and learning meets the needs of all learners.</li> </ul>
<b>Annual Aim:</b>	<p>Annual Objectives and Aims:</p> <ul style="list-style-type: none"> <li>Regularly monitor the achievement of all students against the National Standards on our school progress graphs.</li> <li>BoT funded teacher aide to work with teachers to support priority learners and BoT funded Mathewise Tutor support for three senior students in mathematics.</li> <li>Attend mathematics leadership meetings.</li> </ul>
<b>Target:</b>	<p>2016 Annual Targets:</p> <ul style="list-style-type: none"> <li>81% of Year Six students (13 out of 16 students) will achieve at or above in relation to the national standards for mathematics by the end of 2016.</li> <li>80% of Year Eight students (8 out of 10 students) will achieve at or above in relation to the national standards for mathematics by the end of 2016.</li> </ul>
<b>Baseline Data:</b>	<p>Year Six Students (16 students)</p> <ul style="list-style-type: none"> <li>50% of year six students (8 students) are working at or above in relation to the mathematics national standard.</li> <li>50% of year six students (8 students) are working within one year of the national standard.</li> </ul> <p>Year Eight Students (10 students)</p> <ul style="list-style-type: none"> <li>70% of year eight students (7 students) are working at or above in relation to the mathematics national standard.</li> <li>10% of year eight students (1 student) is working within one year of the national standard.</li> <li>20% of year eight students (2 students) are working more than one year below the national standard.</li> </ul>

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<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<ul style="list-style-type: none"> <li>Analysed and utilized PAT, ICan, GLOSS, JAM, and easttle information to plan to meet students' needs.</li> <li>Effective teaching to address needs with a focus on target students.</li> <li>Employment of Mathwise tutor to teach targeted maths group with three Year Eight students and one Year Six student.</li> <li>Employment of teacher aide to teach a PRIME maths group with six Year Six students.</li> <li>P. Brown attended the Waikato Numeracy Symposium.</li> <li>Visiting mathematics expert, G. Dampney, led a staff meeting on the effective teaching of fractions in Term Two.</li> </ul>	<p>Year Six Students (16 students) <b>Target Exceeded</b></p> <ul style="list-style-type: none"> <li>88% of year six students (14 students) are working at or above in relation to the mathematics national standard.</li> <li>12% of year six students (2 students) are working below the national standard.</li> </ul> <p>Year Eight Students (10 students) <b>Target Not Met</b></p> <ul style="list-style-type: none"> <li>75% of year eight students (9 students) are working at or above in relation to the mathematics national standard.</li> <li>8% of year eight students (1 student) is working within one year of the national standard.</li> <li>17% of year eight students (2 students) are working more than one year below the national standard.</li> </ul> <p>We enrolled two new students into the Year Eight cohort during 2016, one of whom is well below standard.</p>	<ul style="list-style-type: none"> <li>Effective classroom teaching differentiated to meet student's needs based on analysis of data. Use of professional learning to support the teaching of mathematics.</li> <li>Mathwise tutor working with four students. One parent chose to continue tuition for another term and pay for it themselves. Students benefited from one hour's tuition weekly with a qualified tutor working with two students at a time.</li> <li>Teacher aide worked with six students using the PRIME mathematics programme. This was an intensive programme half an hour daily four days per week as an extra to the classroom mathematics programme.</li> </ul>	<ul style="list-style-type: none"> <li>Change class descriptions to more effectively track students across the school who are achieving below expectation in mathematics.</li> <li>Use more cross grouping of students between classrooms to better target students with diverse learning needs.</li> <li>Continue to budget to retain the mathwise programme in 2017—four students over two terms.</li> <li>PRIME Maths programme implemented to support students at Year Four.</li> <li>Deepen analysis of PAT mathematics as a tool to support teaching and learning.</li> </ul>

## Planning for next year:

- Year Eight Cohort transitioning to college.
- Budget to fund Mathewise for two terms for four students, discuss parent payment for continuation of lessons.
- Budget to include PRIME mathematics as a targeted programme for students not achieving. This includes curriculum books as well as teacher aide time allocation.
- Inclusion of mathematics experts to lead teacher professional learning.

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<b>Strategic Aim:</b>	Strategic Goals One and Two: <ul style="list-style-type: none"> <li>All students are able to successfully access the New Zealand Curriculum with achievement in literacy and numeracy being measured in relation to the National Standards.</li> <li>Grow effective teacher practices so that teaching and learning meets the needs of all learners.</li> </ul>		
<b>Annual Aim:</b>	Annual Aims and Objectives: <ul style="list-style-type: none"> <li>Regularly monitor the achievement of all students against the National Standards on our school progress graphs.</li> <li>Target needs of priority learners within the classroom programme.</li> <li>Continue ALL initiative (MOE funded) for a group of students achieving below expectation in writing.</li> <li>Strengthen teacher inquiry process focused on target learners in writing in each class.</li> <li>Continue coaching and mentoring programme, gathering student voice, videoing teachers and coaching focused on writing. Utilize professional learning to strengthen writing and mathematics.</li> <li>Attend cluster writing meetings.</li> </ul>		
<b>Target:</b>	<ul style="list-style-type: none"> <li>94% of year three students (17 out of 18 students) will achieve at or above in relation to the national standards for writing by the end of 2016.</li> <li>81% of year six students (13 out of 16 students) will achieve at or above in relation to the national standards for writing by the end of 2016.</li> </ul>		
<b>Baseline Data:</b>	<p><b>Year Three Students (18 students)</b></p> <ul style="list-style-type: none"> <li>83% of year three students (15 students) are working at or above in relation to the writing national standard.</li> <li>17% of year three students (3 students) are working within one year of the national standard.</li> </ul> <p><b>Year Six Students (16 students)</b></p> <ul style="list-style-type: none"> <li>50% of year six students (8 students) are working at or above in relation to the writing national standard.</li> <li>44% of year six students (7 students) are working within one year of the national standard.</li> <li>6% of year six students (1 student) is working more than one year below the national standard.</li> </ul>		

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<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<ul style="list-style-type: none"> <li>Used writing samples and e-asttle to assess and plan for student needs.</li> <li>Engaged in professional learning focused on writing, utilizing Gail Loane's book 'I've Got Something to Say'</li> <li>Participated in the ALL initiative to support a group of students achieving just below the national standard.</li> <li>Continued moderation of writing both in-school and through the Rural and Roses cluster moderation meetings.</li> <li>Continued to develop teacher inquiry and a coaching approach to improve the teaching of writing.</li> <li>All teachers attended professional learning workshop with Murray Gadd and Gail Loane in Auckland.</li> </ul>	<p><b>Year Three Students (18 students)</b></p> <p><b>Did not achieve target</b></p> <ul style="list-style-type: none"> <li>88% of year three students (15 students) are working at or above in relation to the writing national standard.</li> <li>12% of year three students (2 students) are working within one year of the national standard.</li> <li>Two students moved from below to at standard. We had one student enrol who is below standard.</li> </ul> <p><b>Year Six Students (16 students)</b></p> <p><b>Did not achieve target</b></p> <ul style="list-style-type: none"> <li>63% of year six students (10 students) are working at or above in relation to the writing national standard.</li> <li>31% of year six students (5 students) are working</li> </ul>	<ul style="list-style-type: none"> <li>Effective classroom teaching differentiated to meet student's needs based on analysis of data.</li> <li>Teachers supported in their practice by ALL lead teachers who visited classrooms.</li> <li>Students achieving below standard were targeted in classroom programmes. They were the focus of teacher inquiries and their learning was shared with staff.</li> <li>Teachers planned intensively to ensure acceleration using a 'back mapping' tool.</li> <li>Professional learning support for teachers through attendance at the Murray Gadd and Gail Loane workshop in Auckland.</li> </ul>	<ul style="list-style-type: none"> <li>Change class descriptions to more effectively track students across the school who are achieving below expectation in writing.</li> <li>Complete Year Three Accelerating Literacy Learning initiative through the MOE to build teacher capacity in writing and raise student achievement.</li> <li>Better support Maori learners with support from the Te Awamutu Rural and Roses cluster professional learning.</li> <li>Lead teachers will continue to attend Rural and Roses writing moderation meetings each term in Pirongia.</li> <li>Attend workshop run by Jeff Anderson in July with all teaching staff to build teacher capacity in the teaching of writing.</li> <li>Reflect on findings from principal's sabbatical</li> </ul>

<ul style="list-style-type: none"> <li>Staff meeting led by Tonia Eckhoff (RTLit) focused on strategies to support the teaching of spelling and effective use of modelling books.</li> </ul>	<p>within one year of the national standard.</p> <ul style="list-style-type: none"> <li>6% of year six students (1 student) is working more than one year below the national standard.</li> </ul> <p>Two more students are working at or above standard than at the start of the year.</p>		<p>(Term one) focused on raising achievement in writing.</p>
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#### Planning for next year:

- Continue to target writing as our teacher professional learning development in 2017.
- Budget to take all teaching staff to Jeff Anderson course in July.
- Continue our journey through MOE support including us in the ALL programme
- Utilize 10 hours confirmed PLD tutor time to grow teacher capacity in the effective teaching of writing.
- Collaborate with Rural and Roses cluster for PLD in writing with a focus on accelerating the progress of Maori learners.
- Continue to budget for teacher aide to support teachers in writing, particularly with implementation of the STEPS programme in spelling.

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<b>Annual Aim:</b>	Annual Objectives and Aims: <ul style="list-style-type: none"> <li>• Regularly monitor the achievement of all students against the National Standards on our school progress graphs.</li> <li>• BoT funded teacher aide to work with teachers to support priority learners and BoT funded Mathwise Tutor support for three senior students in mathematics.</li> <li>• Continue Reading Recovery (50% MOE funded) for students needing support in reading.</li> </ul>		
<b>Target:</b>	2016 Annual Targets: <ul style="list-style-type: none"> <li>• 94% of year two students (15 out of 16 students) will achieve at or above in relation to the national standards for reading by the end of 2016.</li> <li>• 81% of year six students (13 out of 16 students) will achieve at or above in relation to the national standards for reading by the end of 2016.</li> </ul>		
<b>Baseline Data:</b>	Year Two Students (16 students) <ul style="list-style-type: none"> <li>• 81% of year two students (13 students) are working at or above in relation to the reading national standard.</li> <li>• 19% of year two students (3 students) are working within one year of the national standard.</li> <li>•</li> </ul> Year Six Students (16 students) <ul style="list-style-type: none"> <li>• 63% of year six students (10 students) are working at or above in relation to the reading national standard.</li> <li>• 31% of year six students (5 students) are working within one year of the national standard.</li> <li>• 6% of year six students (1 student) is working more than one year below the national standard.</li> </ul>		

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<ul style="list-style-type: none"> <li>Effectively utilized running records, PROBE and e-asttle, to identify and meet the needs of students.</li> <li>Identified students and groups of students to be specifically targeted through classroom teaching.</li> <li>Implemented reading recovery (four spaces) for students who are six years old and not achieving at expectation.</li> <li>Use of relevant professional learning to support teacher knowledge in the teaching of reading.</li> <li>Continued the STEPS programme for students who require extra support in literacy.</li> <li>SPELD teacher at school to support students with dyslexia or requiring extension in literacy (Parent funded).</li> <li>Referred three students to the RTLit who have not made sufficient progress after school interventions.</li> </ul>	<p><b>Year Two Students (14 students)</b></p> <p><b>Target Achieved</b></p> <p>Please note the change in students, which has altered the percentage of this cohort who are actually the cohort ‘after two years’ at school rather than the Year Two cohort.</p> <ul style="list-style-type: none"> <li>92% of year two students (13 students) are working at or above in relation to the reading national standard.</li> <li>8% of year two students (1 student) is working more than one year below the national standard.</li> </ul> <p><b>Year Six Students (16 students)</b></p> <p><b>Target Achieved</b></p> <ul style="list-style-type: none"> <li>81% of year six students (13 students) are working at or above in relation to the reading national standard.</li> <li>13% of year six students (2 students) are working within one year of the national standard.</li> <li>6% of year six students (1 student) is working more</li> </ul>	<ul style="list-style-type: none"> <li>We have observed accelerated progress for students on the reading recovery programme and sustained progress after being discontinued.</li> <li>This year we have used Learning Matters as a forum to support teacher understanding of learning challenges. One student is currently enrolled in a weekly session.</li> <li>The teacher of our Year Six cohort has focused on growing a love of literacy and inspiring students to read widely.</li> <li>We have also used a reciprocal reading strategy for our Year 5/6 class, which we believe has had an impact.</li> </ul>	<ul style="list-style-type: none"> <li>Change class descriptions to more effectively track students across the school who are achieving below expectation.</li> <li>Use more cross grouping of students between classrooms to better target students with diverse learning needs.</li> <li>Continue the STEPS programme for students who require extra support in literacy.</li> <li>Refer to the RTLit students who have not made sufficient progress after school interventions.</li> <li>Continue to host SPELD teacher at school to support students with dyslexia or requiring extension in literacy (Parent funded).</li> <li>Liaise more closely with experts at Learning Matters to build teacher capacity in understanding dyslexia and other factors that inhibit learning.</li> </ul>



<ul style="list-style-type: none"> <li>• RTLit also supported teachers of these students with strategies to ensure progress.</li> <li>• Two teachers attended a Learning Matters course to grow their understanding of dyslexia and strategies to support students with dyslexia.</li> <li>• Teachers videoed a guided reading lesson and reflected on their teaching, completing a reflection sheet as part of their appraisal.</li> </ul>	<p>than one year below the national standard.</p>		
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**Planning for next year:**

- Continue to implement Reading Recovery (0.2) half MOE funded and half BoT funded.
- Continue to utilise the expertise of those around us to support students with learning challenges; including SPELD tutor (resident at school), RTLit, and Learning Matters teachers.
- Continue to offer the STEPS programme for students requiring extra support in spelling
- Use buddy reading as a strategy to support our New Entrant cohort and give extra mileage to a small group of reluctant senior readers.
- Introduce PAT Reading Comprehension and Vocabulary as a tool for measuring progress in reading.

