

# TAUPO PRIMARY SCHOOL ANNUAL REPORT 2017

## ANALYSIS OF VARIANCE

- National Standards
- NAG2A



**NAG2A 2017** - Showing students at Taupo School on 20th November 2017

Y4 students OTJ only appears in End of Year 4 (Not After 3 yrs) Excluded from the group: 45 students who have been at school less than 40 weeks.

Reading	Well Below Standard		Below Standard		At Standard		Above Standard		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	12	2.8%	81	18.7%	238	55.0%	102	23.6%	433
Māori	4	2.5%	35	21.9%	99	61.9%	22	13.8%	160
Pasifika			4	33.3%	7	58.3%	1	8.3%	12
Asian	1	3.4%	7	24.1%	15	51.7%	6	20.7%	29
European/Pākehā/Other Euro.	7	3.1%	28	12.6%	115	51.6%	73	32.7%	223
Male	8	3.6%	50	22.3%	122	54.5%	44	19.6%	224
Female	4	1.9%	31	14.8%	116	55.5%	58	27.8%	209

Reading	Well Below Standard		Below Standard		At Standard		Above Standard		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
After 1 year at school			13	29.5%	29	65.9%	2	4.5%	44
After 2 years at school	2	2.8%	15	21.1%	44	62.0%	10	14.1%	71
After 3 years at school	3	3.7%	15	18.5%	43	53.1%	20	24.7%	81
End of Year 4	2	2.6%	17	22.1%	43	55.8%	15	19.5%	77
End of Year 5			13	15.1%	43	50.0%	30	34.9%	86
End of Year 6	5	6.8%	8	10.8%	36	48.6%	25	33.8%	74

Writing	Well Below Standard		Below Standard		At Standard		Above Standard		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	16	3.7%	124	28.6%	251	58.0%	42	9.7%	433
Māori	5	3.1%	60	37.5%	89	55.6%	6	3.8%	160
Pasifika			6	50.0%	5	41.7%	1	8.3%	12
Asian	1	3.4%	10	34.5%	17	58.6%	1	3.4%	29
European/Pākehā/Other Euro.	9	4.0%	46	20.6%	134	60.1%	34	15.2%	223
Male	13	5.8%	80	35.7%	119	53.1%	12	5.4%	224
Female	3	1.4%	44	21.1%	132	63.2%	30	14.4%	209

Writing	Well Below Standard		Below Standard		At Standard		Above Standard		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
After 1 year at school			5	11.4%	38	86.4%	1	2.3%	44
After 2 years at school			12	16.9%	55	77.5%	4	5.6%	71
After 3 years at school	2	2.5%	35	43.2%	38	46.9%	6	7.4%	81
End of Year 4	6	7.8%	23	29.9%	42	54.5%	6	7.8%	77
End of Year 5	3	3.5%	27	31.4%	43	50.0%	13	15.1%	86
End of Year 6	5	6.8%	22	29.7%	35	47.3%	12	16.2%	74

Mathematics	Well Below Standard		Below Standard		At Standard		Above Standard		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	13	3.0%	94	21.7%	268	61.9%	58	13.4%	433
Māori	5	3.1%	47	29.4%	92	57.5%	16	10.0%	160
Pasifika			5	41.7%	7	58.3%			12
Asian			7	24.1%	20	69.0%	2	6.9%	29
European/Pākehā/Other Euro.	8	3.6%	31	13.9%	144	64.6%	40	17.9%	223
Male	8	3.6%	51	22.8%	135	60.3%	30	13.4%	224
Female	5	2.4%	43	20.6%	133	63.6%	28	13.4%	209

Mathematics	Well Below Standard		Below Standard		At Standard		Above Standard		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
After 1 year at school			3	6.8%	36	81.8%	5	11.4%	44
After 2 years at school			15	21.1%	49	69.0%	7	9.9%	71
After 3 years at school	2	2.5%	32	39.5%	41	50.6%	6	7.4%	81
End of Year 4	5	6.5%	17	22.1%	44	57.1%	11	14.3%	77
End of Year 5	3	3.5%	14	16.3%	55	64.0%	14	16.3%	86
End of Year 6	3	4.1%	13	17.6%	43	58.1%	15	20.3%	74

# Analysis of variance reporting



<b>School name: Taupo Primary School</b>	<b>School number: 1989</b>
<b>Focus: Reading 2017</b>	
<b>Strategic Aim:</b> Individual achievement is the key focus of our school – all our students will experience success.	
<b>Annual Aim:</b> National goals of 85% at or above achievement against National Standards in Reading reached or surpassed.	
<b><u>Identified Target Cohorts 2017</u></b> Years 2, 3 and 4-move 71 students from below to at Within the above cohorts and across the school a focus will remain on Maori and Male students <b>Baseline data from end 2016 for target cohorts in 2017:</b> 2.8% (13/465) students were achieving Well Below reading standard at the end of 2016. In this group 5 (2.8%) are Maori, 6 (2.6%) are male, 7 (3%) are female. 21.3% (99/465) students were achieving Below reading standard at the end of 2016. In this group 52 (29.5%) are Maori, 63 (27.4%) are male, 36 (15.3%) are female.	
<b>Target: 2018</b> <b><u>Identified Cohorts Moving into 2018</u></b> Year 2-move 13 below learners to at	

## Tātaritanga raraunga

Year 3-move 15 below learners to at and 2 well below learners to below

Year 4-move 15 below learners to at and 3 well below learners to below

Year 5-move 17 below learners to at and 2 well below learners to below

Within the above cohorts and across the school a focus will remain on Maori and Male students

**Baseline data:**

2.8% (12/433) students were achieving Well Below reading standard at the end of 2017.

In this group 4 (2.5%) are Maori, 8 (3.6%) are male, 4 (1.9%) are female.

18.7% (81/433) students were achieving Below reading standard at the end of 2017.

In this group 35 (21.9%) are Maori, 50 (22.3%) are male, 31 (14.8%) are female.

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?) in 2017...
<p>Reading recovery returned in 2017. Two teachers took 4 children each daily. 10 learners completed the programme. 1 of these two teachers were in training. Some children are still on the programme and will continue in 2018.</p> <p>Booster groups took place across the school in years 2-6 for learners working below or well below. Included were the identified target cohorts along with other cohorts. 2 teachers were involved with taking booster groups across terms 1-3.</p> <p>The 'In Schools Leader', AP and DP developed a reading pack for home. This pack has been designed to support readers at home with their families and whanau. The AP works with families upon school entry with these packs showing whanau the skills and strategies they can use at home with their child. This was established for beginning readers and will be developed further in 2018.</p> <p>Teachers identified their target groups. Deliberate targeted planning was in place for all students. The introduction of IEP's established for learners who were working below or well below in two or more areas of the National Standards.</p> <p>This year we had quick 60 (ABC), Lexia CORE 5, Lit support group and Pause Praise Prompt. This was run by teacher aides. All programmes have been successful.</p> <p>Quick 60 (ABC) implemented in the junior school for all new entrants and year 1 learners.</p> <p>ESL children taken daily for half hour sessions to build literacy skills with a teacher aide. Teacher aide trained to take group.</p> <p>Class programmes have been monitored through five weekly checks.</p>	<p><b>Target Cohorts; Years 2, 3 and 4-move 71 students from below to at</b></p> <p>10/71 learners moved from Taupo Primary School. Therefore a total of 61 learners remained across the 3 target cohorts.</p> <p>25/61 learners or 41% made accelerated growth or 2 years and are now at the standard.</p> <p>33/61 learners or 54% made 1 year's progress or standard rate of progress but yet remain below the standard. The school considers this to be a great achievement as these learners in previous years have not made normal rate of progress.</p> <p>3/61 learners or 5% made some progress and are now well below the standard in reading.</p> <p>31/61 or 51% of the learners across these target cohorts were Maori. 12/31 Maori learners or 39% made accelerated growth of 2 years placing them at the standard. 58% or 18/31 Maori learners made 1 year's progress or standard rate of progress but yet remain below. 3.2% or 1/31 Maori learners made some progress but is now well below the National Standard in reading.</p> <p>38/61 or 62% of the learners across these target cohorts were Male. 12/38 male learners or 31.5% made accelerated growth of 2 years placing them at the standard. 23/38 learners or 60.5% made 1 year's progress or standard rate of progress but yet remain below. 8% or 3/38 male learners made some</p>	<p>Two of the year 2 identified target learners completed the reading recovery programme successfully. 1 of these learners struggled and required extra time to complete the intervention.</p> <p>Booster groups were in place; One teacher was released to take groups across the school which included these target cohorts of learners and children who were working well below. Another teacher was employed across terms 2 and 3 daily until lunchtime to take readers across the school. These readers were removed once at the standard or when they were age appropriate with text. 23 children worked in these groups in term 1. 13 were discontinued as they reached their reading age. A further 15 learners were placed on in term 2 and they reached their reading age before being discontinued. Some of these learners remained at their age when discontinued and did not progress further without the extra support. Another teacher took 20 readers in years 4-5. These learners are not the learners opposite.</p> <p>The 'In schools leader' ran the reading together programme with a focus on working with families and whanau building home partnerships with the school.</p> <p>Staff focused on placing students at their decoding level and then front loaded the comprehension as recommended from last years ERO review team. This approach saw learners more engaged as they felt that they were where their peers were. Student voice gathered suggested that these learners felt</p>	<p>Continue to focus on Oral language in the junior school, with new resourcing and teacher professional learning with an expectation that this will flow through to reading ability.</p> <p>A considered and methodical approach to resourcing, including e-learning programmes.</p> <p>Continue to strengthen home partnerships; with Reading Together Programme and early years reading packs. Extend the early years reading packs to include red and yellow reading levels. Hard materials will still go home for students.</p> <p>Professional learning on data gathering, reading progressions and testing tools to further hone in on teachers' skills.</p> <p>Improve communication between specialist interventions and classroom teacher.</p> <p>Targeted intervention programmes-Reading recovery, Lexia and Quick 60 ABC, ESL groups and hear builder. In class interventions to include-oral language and phonics, Quick 60 ABC, PPP.</p> <p>Expectations around personalised teacher learning and teacher inquiry.</p> <p>Continue to work with Iwi to build relationships with whanau. (WEAP – Whanau Education Achievement Plan).</p> <p>Booster groups-through targeted teaching and funding.</p>

# Tātaritanga raraunga

<p>The reading together programme was successfully implemented over one term. Targeting students and whanau with the greatest needs. Providing resources and materials for home. Building home partnerships.</p> <p>School wide moderation of running records with Literacy leaders. Support given to teachers who needed it particularly beginning teachers.</p> <p>Teachers carried out inquiry and coaching sessions. Teachers developed a professional learning community and shared understanding of effective pedagogy.</p> <p>Reading Eggs available in all classes this year school wide.</p> <p>Staff introduced and beginning to use reading progressions in kids speak. Students beginning to self-assess against the reading progressions with teacher support.</p> <p>Junior school Year 1/NE teachers were part of the TOLD (teachers' oral language development) through RTLb. Teachers attended professional learning and also formed part of their teaching as inquiry.</p> <p>KLST-Kindergarten Language Screening Test used to identify needs in the early years.</p> <p>All students in year 4 screened for hearing and vision-23 referred. 15 children were fitted with lenses and a further 5 still to go. 2 children in year 4 confirmed to have dyslexia. 2 children with dyslexia have received digital support with a device. Many of the children identified in this group were also identified as struggling learners with school wide data.</p>	<p>progress but are now well below the National Standard in reading.</p> <p>All learners below and well below will remain target learners moving into 2018.</p>	<p>successful in their reading or were better at reading.</p> <p>Identified target learners were placed on the schools support programmes such as CORE 5 Lexia, hear builder and ESL groups. In class interventions included phonics organised through SENCO, reading eggs digital suport and oral language.</p> <p>Teachers and leaders across the school ensured that programmes were reflective of student needs and were data driven.</p> <p>Learners working below or well below in two areas of the National Standards (reading, writing and maths) had IEP's (individualised education plans) formed with their families or whanau to support their reading in the classroom with their teacher. These plans were reviewed with families and whanau twice throughout the year.</p>	<p>COL-In School Reading leader appointed in T3 2016 contiues moving into 2018</p> <p>External Supports-RTLit (PLD and in-class support), RTLb (literacy connection) and Speech and Language Therapist (phonological awareness in Years 1 and 2)</p> <p>Strengthen Student Voice-forming goals strongly linked to the reading progressions. Self-assessment and reflection.</p> <p>Promote student agency in years 4-6 with reciprocal reading and purchasing materials in order to do this.</p> <p>Continue with KLST-Kindergarten Language Screening Test to identify needs in the early years</p> <p>Continue to moderate running records to gain school wide consistency</p> <p>Seek advice and guidance from 'In Schools Leader and Across Schools Leader' through the COL in reading and writing.</p> <p>PaCT-training in 2018 in reading school wide through the COL. First year of training.</p>
--	---	---	--

<p>2 students will receive 'In Class Learning' support in 2018 from applications made in 2017.</p> <p>4 staff members attend an oral language course with Sheena Cameron and Louise Dempsey. This was then shared with all staff. Oral language book purchased for all staff. A focus being on how oral language can be applied across reading.</p> <p>Hard materials purchased across the school for all readers at various levels. Y4-6 focused on materials that promoted reciprocal reading with student agency.</p> <p>All year 3 and 4 staff attended a play based workshop focusing on learning across the curriculum with a focus on literacy.</p>			
--	--	--	--

<p><b>Planning for next year:</b></p> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• COL- PaCT training in reading and year 1 implementation</li> <li>• Develop professional learning groups that align to the CaAP</li> <li>• Implement the school wide CaAP in reading</li> <li>• Implement reviewed changes of curriculum in Literacy</li> <li>• Continue with new assessments against the reading progressions, support staff with changes, review and moderate as needed (reading progressions)</li> <li>• Continue with pedagogy of front loading students comprehension and working at decoding level</li> <li>• Ensure students are using the 'reading progressions' in kids speak to set goals and targets (to establish school wide consistency)</li> <li>• Continue with reading recovery x1 teacher in 2018 or 4 children taken daily</li> <li>• Develop home partnership packs beyond the early levels for whanau and families started this year with the 'In schools leader', AP and DP</li> <li>• Quick 60 ABC in the new entrants and for all year 1 students</li> <li>• Continue with support programmes Quick 60, CORE 5 Lexia, hear builder and ESL groups</li> <li>• Booster groups through targeted teaching and funding</li> <li>• Continue to run the reading together programme</li> <li>• Continue to work with external supports RTLiT and the Speech and Language therapist</li> </ul>
---

<ul style="list-style-type: none"> <li>• Continue to screen year 4 learners with hearing and vision</li> <li>• Extend oral language development through play base further up the school</li> <li>• Continue to purchase hard materials that focus on reciprocal reading and student agency in years 4-6</li> <li>• Trial and investigate into e-learning reading programmes</li> <li>• PD-play based learning targeting literacy for staff in Feb 2018 for staff in years 1-4</li> </ul>
--



# Analysis of variance reporting

School name: Taupo Primary School	School number: 1989
-----------------------------------	---------------------

<b>Focus: Writing 2017</b>
<b>Strategic Aim:</b> Individual achievement is the key focus of our school – all our students will experience success.
<b>Annual Aim:</b> National goals of 85% at or above achievement against National Standards in Writing reached or surpassed.
<b>Target 2017</b> <b><u>Identified Target Cohorts in 2017</u></b> Year 4 move 32 below to at Year 6 move 10 below to at and 7 well below to below Within the above cohorts and across the school a focus will remain on Maori and male students <b>Baseline data:</b> 3.2% (15/465) students were achieving Well Below writing standard at the end of 2016. In this group 7 (4%) are Maori, 10 (4.3%) are male, 5 (2.1%) are female. 23% (107/465) students were achieving Below the writing standard at the end of 2016. In this group 51 (29%) are Maori, 72 (31.3%) are male, 35 (14.9%) are female.

## Tātaritanga raraunga

### **Target: 2018**

#### Identified Target Cohorts moving into 2018

Year 4-Move 35 well below learners from below to at

Year 5-Move 23 learners from below to at and 6 learners from well below to at

Year 6-Move 27 learners from below to at

Within the above cohorts and across the school a focus will remain on Maori and male students

#### **Baseline data:**

3.7% (16/433) students were achieving Well Below writing standard at the end of 2017.

In this group 5 (3.1%) are Maori, 13 (5.8%) are male, 3 (1.4%) are female.

28.6% (124/433) students were achieving Below the writing standard at the end of 2017.

In this group 60 (37.5%) are Maori, 80 (35.7%) are male, 44 (21.1%) are female.

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?) moving into 2017...
<p>COL- PaCT training undertaken by all staff in term 3 with two sessions through the ministry PD provider. Across school moderation completed with samples through the CoL at these sessions.</p> <p>Teacher planning describes the deliberate acts of teaching and teaching is consistent with best practice and effective pedagogy. This was monitored in the 5 week checks.</p> <p>Ian Hunter PD-attended by all staff through the CoL. 'In Schools Leader', literacy leaders, team leaders attended extra PD sessions with Ian Hunter. Ian Hunter and external advisors worked in classrooms alongside teaching staff and learners. A thorough assessment completed externally. Main focus on sentence structures and effective writing.</p> <p>On-line writing tool 'Write that Essay' trialed in two rooms. One year 5 and one year 6 digital class. Teachers went through training sessions on how to use.</p> <p>Ian Hunter resources purchased in term 3 to reflect the PD given to staff on call back day during term 2 holidays.</p> <p>Introduction of writing progressions in kid speak to students promoting student agency.</p> <p>Dads and Lads evenings run through RTLIT over two evenings where around 80 lads and their male role models attended. These evenings focused on boys and writing.</p> <p>RTLIT-worked with year 4 male groups over 10 week periods. RTLIT aligned planning and</p>	<p><b>Target Cohorts 2017</b></p> <p><b>Year 4 move 24 below to at</b></p> <p>8/32 learners moved from Taupo Primary School. Therefore a total of 24 learners remained in the group.</p> <p>15/24 learner's or 62.49% made 1 year's progress in 1 year. However, they still remain below as they did not achieve acceleration but made normal rate of progress. The school considers this to be a great achievement as these learners in previous years have not made normal rate of progress.</p> <p>6/24 learner's or 25% made 2 year's growth or accelerated growth and are now at the standard.</p> <p>3/24 learner's or 12.5% made progress but less than 1 year. These learners are now working well below the standard. 1 of these 4 learners has recently been diagnosed with severe learning difficulties and will be receiving 'In Class Support' in 2018.</p> <p>15/24 learners or 62.5% in this target cohort were male. 46.66% or 7/15 male learners made 1 year's progress or standard rate of progress. 33.3% or 5/15 male learners made accelerated growth of 2 years and are now at the standard. 26.6% or 4/15 male learners made some progress but less than a year's progress these learners are now well below.</p> <p>8/24 learners or 33% in this target cohort were Maori. 50% or 4/8 Maori learners made</p>	<p>RTLit supported male writers in year 4 cohort over a ten week programme. 1 student referred on from this group. 6 learners participated in the group. Programme was very successful however learners remained below.</p> <p>SENCO organised support programmes for year 4 and 6 learners with phonics programme used in class in term 2. Continued through terms 3 and 4.</p> <p>'In Schools Leader' focused on Friday sessions with male learners across the year 4, 5 and 6 cohorts of which target learners attended.</p> <p>Doctor Ian Hunter worked in rooms and alongside teachers with target learners. Some year 6 students used 'Write that Essay' online writing programme to support their writing in the year 6 cohort.</p> <p>15 learners in year 4 were screened with vision and hearing. 12/15 learners were target learners.</p> <p>2 target learners identified in year 4 have been diagnosed with dyslexia and 1 also has dysgraphia. Both learners have received assistive technology support.</p> <p>Reading Eggs-spelling component completed with all target learners. Used at home and school to strengthen home partnerships.</p>	<p>Planned curriculum learning in writing with some staff using writing in their personalised learning.</p> <p>Seek support from external advisors such as RTLIT Ros Thompson.</p> <p>Teachers share personalised learning in writing to promote effective practice.</p> <p>Targeted intervention programmes-Reading recovery, Lexia and Quick 60 ABC, ESL groups and hear builder to continue.</p> <p>Booster groups-through targeted teaching and funding linking reading and writing.</p> <p>Continue with in class interventions-oral language and phonics, Quick 60 ABC, PPP.</p> <p>COL-In School Writing leader appointed in T4 2016 moving into 2017. In Schools Leader has leave next year. Appointing new leaders/team across the school to drive the writing.</p> <p>COL-PLD with Ian Hunter to continue. CoL strategic direction remains with writing and oral language development. Continue to purchase materials and up-skill new staff with pedagogy.</p> <p>External Supports-RTLIT (PLD and in-class support), RTLB (literacy connection) and Speech and Language Therapist (phonological awareness in Years 1 and 2).</p> <p>Continue to moderate writing school wide using the writing progressions matrix and across schools moderation.</p>

# Tātaritanga raraunga

<p>programme to that of Ian Hunter to ensure consistency.</p> <p>RTLIT worked with 5 year 2's and 1 year 3 target learners in term 4 2017. This will carry over into 2018 term 1 for these learners.</p> <p>In Schools Leader ran Friday sessions with boys across the school in year groups 4, 5 and 6. Males voiced more interest in writing and engagement has improved in rooms.</p> <p>We differentiated our teaching based on student needs.</p> <p>We celebrated examples of quality work in the newsletters, school blogs and e-portfolios through using models of good writing in the classroom.</p> <p>We used the writing progressions (N.Z. curriculum matrix) to assess and moderate writing. Whole school cross-moderating in T1 and 4. Syndicate moderation in T1 and T4.</p> <p>Some teaching staff had writing as their teaching as inquiry. This included coaching and observations of one another and establishing a professional learning group.</p> <p>Hearing and vision screening undertaken with all year 4 learners. 15 learners required lenses. 5 referred on. 2 learners have been diagnosed with dyslexia and one has dysgraphia. Two students have been given assistive technology.</p>	<p>1 year's progress or standard rate of progress. 25% or 2/8 Maori learners made accelerated growth of 2 years and are now at the standard. 12.5% or 1/8 Maori learners made some progress but less than a year's progress and is now working well below.</p> <p>All learners below and well below remain target learners in 2018.</p> <p><b>Year 6 move 10 below to at and 7 well below to below</b></p> <p><b>Below Y6</b></p> <p>2/10 learners moved from Taupo Primary School. Therefore a total of 8 learners remained in the group.</p> <p>5/8 learner's or 62.5% made 1 year's progress in 1 year. However, they still remain below as they did not achieve acceleration but made normal rate of progress. The school considers this to be a great achievement as these learners in previous years have not made normal rate of progress.</p> <p>2/8 learner's or 25% made 2 year's growth or accelerated growth and are now at the standard.</p> <p>1/8 learner's or 12.5% made progress but less than 1 year. This learner is now working well below the standard.</p> <p>3/8 learners or 37.5% in this target cohort were male. 66.66% or 2/3 male learners made</p>		<p>Strengthen Student Voice-forming goals strongly linked to the writing progressions 2<sup>nd</sup> year.</p> <p>Continue with KLST-Kindergarten Language Screening Test to identify needs in the early years. Early prevention.</p> <p>Continue to add to the Taupo Primary School writing exemplars resource for teachers and leaders.</p> <p>PaCT-training in 2018 to continue through the CoL. Upskill new staff.</p> <p>Highlight the positive effects of full attendance to impact on achievement.</p> <p>Support staff interest in SPELD training in 2018 for SENCO.</p> <p>Continue reading recovery-writing component within this for 6 year olds.</p>
---	---	--	--

## Tātaritanga raraunga

<p>2 learners met the 'In Class Support' criteria and will receive learning support in literacy moving into 2018 after applications were completed in 2017.</p> <p>All new entrant learners and year 1 students went through Quick 60 ABC. In class interventions-with oral language and phonics, Quick 60 ABC, PPP successful.</p> <p>Phonics programmes implemented for identified learners through the SENCO outside of the classroom programme.</p> <p>Building teacher capability through oral language PD sessions with Sheena Cameron and TOLD (teachers of oral language development).</p> <p>KLST oral language screening test used for early identification of needs.</p> <p>DP ran sessions for beginning teachers across the CoL with RTLiT for literacy including writing. Continued support after sessions via digital media with beginning teachers.</p> <p>4 children in 2017 received oral language support through 'Oral Language Speech Therapy'.</p> <p>ALL-writing implemented over 15 weeks in terms 3 and 4 with year 2, 3 and 5 (ghosting class for roll out in 2018) learners. A total of 23 students completed the programme. The school developed a sound model in which we</p>	<p>1 year's progress or standard rate of progress. 33.33% or 1/3 male learners made some progress but less than a year's progress this learner is now well below.</p> <p>4/8 learners or 50% in this target cohort were Maori. 50% or 2/4 Maori learners made 1 year's progress or standard rate of progress. 25% or 1/4 Maori learners made accelerated growth of 2 years and is now at the standard. 25% or 1/4 Maori learners made some progress but less than a year's progress and is now working well below.</p> <p><b>Well Below Y6</b></p> <p>2/7 learners moved from Taupo Primary School. Therefore a total of 5 learners remained in the group.</p> <p>2/5 learner's or 40% made 1 year's progress in 1 year. However, they still remain below as they did not achieve acceleration but made normal rate of progress. The school considers this to be a great achievement as these learners in previous years have not made normal rate of progress.</p> <p>3/5 learner's or 60% made 2 year's growth or accelerated growth and yet remain below the standard.</p> <p>All year 6 learners working well below made at least one year's growth or standard growth.</p> <p>3/5 learners or 60% in this target cohort were male. 66.66% or 2/3 male learners made 1</p>		
--	--	--	--

# Tātaritanga raraunga

<p>will use for target learners in 2018. This model will focus on acceleration and front loading.</p>	<p>year's progress or standard rate of progress. 33.33% or 1/3 male learners made 2 years accelerated progress but yet remains below.</p> <p>4/8 learners or 50% in this target cohort were Maori. 50% or 2/4 Maori learners made 1 year's progress or standard rate of progress. 25% or 1/4 Maori learners made accelerated growth of 2 years and is now at the standard. 25% or 1/4 Maori learners made some progress but less than a year's progress and is now working well below.</p>		
<p><b>Planning for next year:</b></p> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• COL- PaCT training to continue in 2018</li> <li>• Strengthen PD through the CoL-Ian Hunter and his pedagogy in 2018 with 2<sup>nd</sup> year of PD building teacher capability (up-skill new staff)</li> <li>• Develop professional learning groups that align to the CaAP</li> <li>• Implement the school wide CaAP in writing</li> <li>• Implement reviewed changes of curriculum in Literacy</li> <li>• Ensure all staff including new members are aware of school approach in term 1 2018 'Learners in the Fast Lane' starting at the level identified in Term 4 2017 to avoid backward trending</li> <li>• Ensure students are using the 'writing progressions' in kids speak to set goals and targets (to establish school wide consistency) year 2 promoting student agency</li> <li>• Continue Quick 60 ABC for all new entrants and year 1 students</li> <li>• Continue 'Speech and Language' therapy for identified learners</li> <li>• Continue to screen all year 4 learners with hearing and vision</li> <li>• Booster groups through targeted teaching and funding</li> <li>• Continue with support programmes Quick 60, CORE 5 Lexia, hear builder and ESL groups</li> <li>• Dads and Lads evening session to continue</li> <li>• Seek support from RTLiT and external advisors</li> <li>• ALL-writing extended across the school with priority learners of 2<sup>nd</sup> year implementation</li> </ul>			

# Analysis of variance reporting

School name: Taupo Primary School 2017	School number: 1989
--	---------------------

<p><b>Focus: Mathematics</b></p>
<p><b>Strategic Aim:</b></p> <p>Individual achievement is the key focus of our school – all our students will experience success.</p>
<p><b>Annual Aim:</b></p> <p>National goals of 85% at or above achievement against National Standards in Mathematics reached or surpassed.</p>
<p><b>Baseline data 2016 focused on in 2017:</b></p> <p>2.4% (11/465) students were achieving <b>Well Below</b> the mathematics standard at the end of 2016.</p> <p>In this group 5 (2.8%) are Maori, 3 (4.2%) are Male, 8 (5.6%) are Female.</p> <p>16.8% (78/465) students were achieving <b>Below</b> the mathematic standards at the end of 2016.</p> <p>In this group 33 (18.8%) are Maori, 38 (16.5%) are Male, 40 (17%) are Female.</p> <p>This data includes students with special education learning needs.</p> <p><b><u>Identified Cohorts In 2017 Priority Learners based on the above baseline data in which this report refers to...</u></b></p> <p>Year 4-move 26 below students to at by the end of 2017</p> <p>Year 6- move 10 below students to at and 7 well below students to below</p> <p>Within the above cohorts and across the school a focus will remain on Maori students</p>

## Tātaritanga raraunga

### **Target: Identified Cohorts moving into 2018**

Year 3-move 15 students working below to at

Year 4-move 34 students working below to at

Year 5-move 17 students working below to at

Year 6-move 14 students working below to at

Within the above cohorts and across the school a focus will remain on Maori and male students.

### **Baseline data 2017 moving into 2018:**

3.0% (13/433) students were achieving **Well Below** the mathematics standard at the end of 2017.

In this group 5 (3.1%) are Maori, 8 (3.6%) are Male, 5 (2.4%) are Female.

21.7% (94/433) students were achieving **Below** the mathematic standards at the end of 2017.

In this group 47 (29.4%) are Maori, 51 (22.8%) are Male, 43 (20.6%) are Female.

This data includes students with special education learning needs.



Actions (what did we do in 2017?)	Outcomes (what happened in 2017?) from the identified target cohorts...	Reasons for the variance (why did it happen?)	Evaluation (where to next?) <i>Moving into 2018...</i>
<p>At the start of the year the School lost their numeracy leader which was also the 'Across Schools Leader'. With her new appointment the Across Schools Leader role was dissolved across the Taupo Kahui Ako. Therefore support as suggested in the actions or evaluations moving forward in 2017 were not as robust as they would have been had she remained on the staff. A new management team was appointed to drive the school in mathematics.</p> <p>Continued to implement the Numicon programme school wide (2<sup>nd</sup> year), ensuring that all new staff had induction processes for using the resource. In schools leader worked in classrooms with staff using materials and resources. She also worked with staff in snippets during staff meetings on how to use numicon.</p> <p>Implementation of ALiM 2 (year 4) and ALiM 1. ALiM 2 teacher supported and mentored teachers in the middle school where students are getting stuck at Stage 4.</p> <p>Maths evenings each term based on the model of 'reading together' targeting different cohorts with 'Mahi Tahī o nga Pangarau' (including resources for the home and whanau).</p> <p>Development of a mathematics community of learning; teachers learn from each other and experts developing a shared understanding of how to effectively accelerate learning. Staff carried out coaching term 3. Coaching was</p>	<p>Target Cohorts...</p> <p><b>Year 4-move 26 below students to at by the end of 2017</b></p> <p>3/26 learners moved from Taupo Primary School. Therefore a total of 23 learners remained in the group.</p> <p>10/23 learner's or 44% made 1 year's progress in 1 year. However, they still remain below as they did not achieve acceleration but made normal rate of progress. The school considers this to be a great achievement as these learners in previous years have not made normal rate of progress.</p> <p>9/23 learner's or 40% made 2 year's growth or accelerated growth and are now at the standard.</p> <p>4/23 learner's or 16% made progress but less than 1 year. These learners are now working well below the standard. 1 of these 4 learners has recently been diagnosed with severe learning difficulties and will be receiving 'In Class Support' in 2018.</p> <p>14/23 learners or 61% in this target cohort were male. 36% or 5/14 male learners made 1 year's progress or standard rate of progress. 43% or 6/14 male learners made accelerated growth of 2 years and are now at the standard. 21% or 3/14 male learners made some progress but less than a year's progress.</p>	<p>The newly appointed leadership team, DP and 'In Schools Leader' worked with staff in 2017 to run 'Mahi Tahī o nga Pangarau' (including resources for the home and whanau). Based on the reading together model but for mathematics. This was run over 4 evenings with whanau and their tamariki. Whanau were shown skills and strategies of how to support their child at home and of their child's next learning steps and what this looks like. The focus was on strengthening home partnerships. There was an increase of teacher involvement compared to previous years with these sessions. Parent feedback found these sessions incredibly helpful, non-threatening and supportive. These evenings involved year 3-5 learners and their whanau.</p> <p>ALiM 2 was implemented in its fourth consecutive year in 2017 using a classroom based model as identified in the CaAP (school curriculum and achievement plan mathematics). Targeted action addressed the numbers, names and needs of students needing support in mathematics (as the target groups opposite). Classrooms across years 3-5 had 4-6 students per day involved with ALiM over a period of 12 weeks. Teaching staff focused on developing professional learning groups and worked alongside an external advisor.</p> <p>Across Schools leader and DP ran workshops for ALiM teachers to support their identified needs of their learners. Building and</p>	<p>Continue to implement PaCT (2<sup>nd</sup> year) school wide in 2018 in years 1-6 through guidance and direction from the Taupo COL. This will be the second year of full implementation. Ensure that new staff have PaCT training through the maths leader's team that has been newly appointed in 2017.</p> <p>The 'In Schools Leader' appointed through the COL in mathematics that was filled in term 4 2016 continues into 2018.</p> <p>The school plans to strengthen its leadership team in mathematics through PLD with the support of an external advisor over 2018 (approved already). The 'Across Schools Leader' will strengthen her skills and work with staff who have identified mathematics as an area of need. Strengthening teacher and leadership capability.</p> <p>Continue to strengthen 'Home Partnerships' with 'Mahi Tahī o nga Pangarau' (including resources for the home and whanau). Based on the reading together model but mathematics. Informing whanau of their child's next learning steps and what this looks like.</p> <p>Teacher planning describes the deliberate acts of teaching and teaching is consistent with best practice and effective pedagogy. This is monitored in the 5 week checks by leaders.</p> <p>ALiM 2 to will move into its fifth consecutive year in 2018 using a classroom based model as identified in the CaAP (school curriculum and achievement plan mathematics).</p>

# Tātaritanga raraunga



<p>completed in a tri and across varying teaching levels.</p> <p>The CoL's focus remains on writing and oral language. So math leaders across the community have formed a professional learning group where we discuss and share problems and solutions. This is a collaborative approach that the schools plan on continuing next year in 2018.</p> <p>Training with PaCT was given to all staff through the ministry and COL in terms 1 and 2. DP supported further across the school. The school found implementing PaCT year 1 difficult as the across school leaders role was dissolved. The DP ran workshops to support staff and teams across the school strengthening assessment and training new staff members.</p> <p>Teacher planning describes the deliberate acts of teaching and teaching is consistent with best practice and effective pedagogy. This was monitored in the 5 week checks.</p> <p>Vince Wright engaged with Taupo Primary and the CoL from the ministry. Vince focused on areas within the nzmaths website. He worked with the DP and 'In School Leaders' across the CoL developing cross strand units of work. Units that engaged or incorporated learning in 2-3 strand areas.</p> <p>Across schools moderation completed in term 2 through the CoL.</p>	<p>8/23 learners or 35% in this target cohort were Maori. 62.5% or 5/8 Maori learners made 1 year's progress or standard rate of progress. 25% or 2/8 Maori learners made accelerated growth of 2 years and are now at the standard. 12.5% or 1/8 Maori learners made some progress but less than a year's progress.</p> <p>All learners below and well below will remain target learners moving into 2018.</p> <p><b>Year 6- move 10 below students to at and 7 well below students to below.</b></p> <p><b>Below...</b></p> <p>2/10 Learners moved from Taupo Primary School. Therefore a total of 8 learners remained in the group.</p> <p>5/8 learners or 62.5% made 1 year's progress in 1 year. However, they still remain below as they did not achieve acceleration but made normal rate of progress. The school considers this to be a great achievement as these learners in previous years have not made normal rate of progress.</p> <p>25% or 2/8 learner's made 2 year's growth or accelerated growth and are now at the standard.</p> <p>12.5% or 1/8 learner's made progress but less than 1 year. This learner is now working well below the standard.</p>	<p>strengthening teacher capability when working with our priority learners.</p> <p>Teachers used the pedagogy of front loading the learning for students who struggle. This saw struggling students more engaged and experiencing a love for mathematics as they were able to take their learning into the main classroom with confidence.</p> <p>An additional SENCO role 0.6 with a focus on learning in 2017 was dissolved due to unforeseen circumstances. A teacher was appointed to working with our year 6 students in a 10 week block to drive an ALiM type approach. This was a programme that ran daily for 40 minutes with 3 groups identified opposite as the target cohorts. The focus was on strengthening number knowledge and strategies.</p> <p>Teachers and leaders across the school ensured that programmes were reflective of student needs and were data driven.</p> <p>Learners working below or well below in two areas of the National Standards (maths, reading, writing) had IEP's (individualised education plans) formed with their families or whanau to support their mathematical learning in the classroom with their teacher. These plans were reviewed with families and whanau twice throughout the year.</p>	<p>Targeted action addressing the numbers, names and needs of students needing support in mathematics (identified through school wide and COL data needs). Each classroom will have 4-6 students per day involved with ALiM. Teachers in class with groups. Focus on targeting below students as identified in the 2017 end of year data. Teaching staff to develop professional learning groups.</p> <p>Data driven planning and inquiry to continue.</p> <p>Coaching and observations to continue as part of developing a professional community and understanding. Across the school and CoL.</p> <p>Continue to implement the Numicon programme school wide in Years 1-6, ensuring that new staff have induction processes for using the resource (Year 4).</p> <p>Focus on early years-build home partnership packs to support learners. This will be designed to sit alongside Mahi Tahī O Nga Pangarau home partnerships.</p> <p>Strengthen student agency through learner pathways.</p> <p>Tie mathematical learning in with STEAM pedagogy and Taupo Primary's curriculum. Promote learners that can problem solve and problem find by using mathematics across the curriculum. The focus being on 21<sup>st</sup> century skills with learners.</p>
---	---	--	---



# Tātaritanga raraunga

	<p>3/8 learners or 37.5% in this target cohort were male. All 3 learners or 100% made 1 year's progress or standard rate of growth.</p> <p>3/8 learners or 37.5% in this target cohort were Maori. 1 learner made accelerated growth of 2 years and is now at the standard. 1 learner made 1 year's growth or standard growth and remains below. 1 learner made little progress and is now well below.</p> <p><b>Well Below...</b></p> <p>2/7 Learners moved from Taupo Primary School. Therefore a total of 5 learners remained in the group.</p> <p>2/5 learners or 40% made 1 year's progress in 1 year. However, they still remain below as they did not achieve acceleration but made normal rate of progress. The school considers this to be a great achievement as these learners in previous years have not made normal rate of progress.</p> <p>3/5 learners or 60% made 2 year's growth or accelerated growth and are now working below the standard instead of well below the standard.</p> <p>2/5 learners or 40% in this target cohort were male. 1 of these learners made normal rate of progress that being 1 year and remains well below. The other learner made accelerated growth that being 2 year's however, he sits below the standard rather than well below.</p>		
--	--	--	--



# Tātaritanga raraunga

	<p>2/5 learners or 40% in this target cohort were Maori. 1 of these learners made normal rate of progress that being 1 year and remains well below. The other learner made accelerated growth that being 2 year's however, sits below the standard rather than well below.</p> <p>All learners working well below in this target cohort made normal rate of progress or accelerated progress. The school considers this a great achievement for these learners who would normally struggle in mathematics.</p>		
--	--	--	--

**Planning for next year:**

Mathematics

- CoL- PaCT year 2 of implementation train new staff members early in Term 1
- Develop professional learning groups that align to the CaAP
- Support the PLD project that is focusing on strengthening leadership and teacher capability with the support of an external advisor (this will involve 7 staff members)
- Implement the school wide CaAP in mathematics
- Implement reviewed changes of curriculum in mathematics
- Continue with strengthening home partnerships through evening sessions 'Mahi Tahī O Nga Pangarau' in the middle and senior school
- Develop the early years home support programme-strengthening home partnerships
- Implement ALiM 2 in it's fifth year 2018 in years 3-6
- Strengthen teacher pedagogy school wide with front loading that supports struggling learners
- Develop home packs in the early years that supports home partnerships in mathematics
- Develop learner pathways to strengthen student agency
- Continue to work on mutli-strand planning

