

Analysis of Variance Reporting



School Name:	Taupo Primary School	School Number:	1989
Strategic Aim:	Strategic Aim 1: Individual student achievement is the focus of our school - all students' success		
Annual Aim:	Analysis of Variance will identify areas of focus for Reading, Writing and Mathematics . Alongside this national priority, areas will also be identified. Within this, identified school wide cohorts are monitored and showing progression over time.		
Target:	<p><u>Identified Target Cohorts moving into 2018</u></p> <p>Year 3-move 15 students working below to at</p> <p>Year 4-move 34 students working below to at</p> <p>Year 5-move 17 students working below to at</p> <p>Year 6-move 14 students working below to at</p> <p>Within the above cohorts and across the school a focus will remain on Maori and male students.</p>		
Baseline Data:	<p>3.0% (13/433) students were achieving Well Below the mathematics standard at the end of 2017.</p> <p>In this group 5 (3.1%) are Maori, 8 (3.6%) are Male, 5 (2.4%) are Female.</p> <p>21.7% (94/433) students were achieving Below the mathematic standards at the end of 2017.</p> <p>In this group 47 (29.4%) are Maori, 51 (22.8%) are Male, 43 (20.6%) are Female.</p> <p>This data includes students with special education learning needs.</p>		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Specific actions carried out by the school in mathematics...</p> <ul style="list-style-type: none"> Strengthen 'In Schools Leader' capability with PLD facilitated with Amanda Fergusson. PLD with Amanda Fergusson focused on building teacher capability with a group of 6 teachers across the school at various levels. PLD workshops inclusive of all staff not just those in PLD. Building teaching and leadership capability through Teaching as Inquiry. Providing explicit instruction to increase student agency. Resources purchased as part of the PLD to support pedagogy behind the use of effective manipulatives. CoL 'In Schools Leader' coached and mentored teacher capability in rooms. Targeted planning and action carried out with identified cohorts. Digital programs used in classes such as prodigy, 	<p>Year 3-move 15 students working below to at</p> <p>7/15 learners have left the school.</p> <p>3/15 learners have made 6 months progress in 12 months. 2 are Maori male.</p> <p>1/15 learners has made some improvement in aspects of mathematics however, not enough to move forward. This learner is male. Inequity and disparity remain with Maori and male learners for this group.</p> <p>3/15 learners have made 12 months progress in 12 months or standard growth. 3/3 learners are Maori. 2/3 are male Maori. These learners remain below.</p> <p>1/15 Pacifica male learner has made accelerated growth or 18months progress in 12 months. This learner is now working at their expected level.</p> <p>Year 4-move 34 students working below to at</p> <p>9 learners have since left the school. 25 learners remain.</p> <p>2/25 learners have made 6 months progress in 12 months. 2 are Maori. 1 female and 1 male.</p> <p>1/25 Maori female learners has made some improvement in aspects of mathematics however, not enough to</p>	<p>As a school...</p> <p>Accelerated Growth</p> <p>26/62 learners made accelerated growth in mathematics of 18 months to 2 years or 41.93% of the math target cohorts. 15/26 learners were or 57% who accelerated were male. 10/26 learners or 38.46% were Maori. 11/26 were European or 42%. 5/26 learners were of other ethnicities or 19.23%. Inequity remains with female acceleration for this group of learners.</p> <p>Standard Rate of Growth</p> <p>13/62 learners made standard rate of progress or 12 months in 12 months. 9 of these learners were Maori or 69%. 7 of these learners were Male or 54% within this group of learners who made standard rate of growth. It could be suggested that this group of learners have accelerated if we were to look at their previous trajectory rate.</p> <p>Less than standard rate of expected growth.</p> <p>23/62 learners made less than standard rate of growth. 14/23 learners were Maori or 60.86% of this tail group. 6/23 learners were European or 26% of this tail group. 3/23 learners are of other ethnicities or 13.04%. Inequity remains with Maori learners for this group of</p>	<p>Leaders to bring about constant conversation in teams throughout the year in order to drive achievement.</p> <p>PLD to continue for all staff in term 1 2019 to help strengthen teacher capability with identified areas of need facilitated by Amanda Fergusson.</p> <p>Leaders to work with their colleagues in a coaching and mentoring role.</p> <p>Leaders are looking at how collaborative inquiry has impacted on learners immensely. This is already in discussion and is a design concept for TAI for 2019.</p> <p>SENCO and the school to continue to identify learners who are experiencing difficulties with learning due to other needs such as dyslexia, processing disorders, Irlens, glasses etc. Referrals are to be made and the school will continue to apply for assistive technology for this group of learners. Teachers and SENCO are to continue to adapt and modify for this group of learners when teaching and assessing.</p> <p>In School Leaders through the CoL Kahui AKO to support learners and strengthen teacher capability in literacy and through the STEAM curriculum.</p> <p>Leaders to develop a strategic plan for Maori learning as Maori. This has</p>

<p>mathletics and study ladder.</p> <ul style="list-style-type: none"> • See saw activities used in year 3 & 4 with a focus on real world problems and in context. • Teacher aides in rooms supporting learners during math times. • Y5/6 some used E-Ako on line. Most focussed on real world problems in context. <p>Prevention-the school has worked on tackling the problem in the early years as part of this years' work moving forward.</p> <ul style="list-style-type: none"> • Teaching as Inquiry with Play base learning and mathematics has taken place in the junior school integrating numeracy into play. 	<p>move forward. Inequity and disparity remain with Maori in this group.</p> <p>5/25 learners have made 12 months progress in 12 months or standard growth. 3/5 learners are Maori. 2/5 are Pacifica. 2 are Maori male. 3 are male.</p> <p>11/25 learners have made accelerated growth of 18 months in 12 months. This group of learners are now working at their age. 6/11 are Maori. 2/6 are Maori male. 54% of this accelerated group are Maori. 5/11 are male or 45.45%</p> <p>6/25 learners made accelerated growth of 2 years in 1 year. This group of learners are now working above their expected level. 4/6 learners are male or 66.66%. 3/6 learners are Maori 50%, 3/6 learners are European 50%. Equity between ethnicities is evident in this group. 2/4 male are Maori.</p> <p>Year 5-move 17 students working below to at</p> <p>2/17 have since left the school.</p> <p>3/17 learners have made negative growth in their learning. 4/17 learners have made some aspects of learning but not enough to progress. 4/17 learners have made 6 months progress. 5/11 in this group are male. 6/11 are female. 5/11 are Maori. 3/11 are European. 3/11 are other ethnicities. Disparity remains with Maori learners</p>	<p>learners. 6 are male Maori and 8 are female Maori. Inequity remains with Maori female over their male counterparts. 12/23 are male and 11/23 are female therefore there is equity within gender.</p> <p>18 learners left the school since starting</p> <p>This is the area in which the school saw the least amount of acceleration. There were no school wide programs offered to this group of learners like that of literacy in 2018. The school applied for ALiM funds however, did not receive this in 2018.</p> <p>The school had a small group of teachers working on teacher and leadership capability. This was not school wide professional development. The remaining hours the school has been funded will look at teacher capability school wide working alongside the school facilitator Amanda Fergusson in term 1 2019.</p> <p>The area of the school where the most acceleration was evident were year 4 learners. 2/4 teachers were involved in the professional development undertaken by the school in 2018 with facilitator Amanda Fergusson. 9 learners left this area of the school in the year. Leaving 25 learnings of which 22 or 88% made either standard rate of progress or accelerated progress. 68% accelerated and are now working at or above their expected level. This group of learners showed</p>	<p>come about from the leader's team being involved in the MAC or Maori Achievement Collaborative. The school continues on honouring this important mahi. This will be driven by all leaders and staff and the MAC template along with the MAC facilitator will be used to drive this strategic plan in 2019.</p> <p>The school will continue PLD work with curriculum review and development in 2019 that has started in term 4 2018 with Kay Stevenson from the University of Waikato.</p> <p>The school will continue to strengthen their understanding of 'Culturally Responsive and Relational Pedagogy' through the CoL or Kahui Ako and Rongohia te Hau work that has started in 2018 with leaders and teaching staff.</p>
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	<p>particularly female Maori for this group of learners.</p> <p>2/17 learners have made standard rate of progress or 12 months in 12 months. Both of these learners are Maori. 1 male and 1 female. Both of these learners remain below. It could be said that this group has accelerated if you were to look at their previous rate of trajectory.</p> <p>1/17 Asian male learners has made accelerated growth and is now working at his level.</p> <p>1/17 European male learners has made accelerated growth and is now working above his expected level.</p> <p>Disparity remains with female in this cohort in regards to acceleration.</p> <p>Year 6-move 14 students working below to at</p> <p>1/14 learners made negative growth and is now working well below. 3/14 learners have improved in some aspects of their math but not enough to move. 1/14 learners made 6 months progress. 5/14 in this group now works well below. 4/5 learners are Maori. 2 are female and 2 are male. Disparity remains with Maori in this cohort if learners.</p> <p>3/14 learners made 12 months progress in 12 months or standard growth. This group of learners remain below. It could be said that</p>	<p>that there was equity and excellence for all who accelerated.</p>	
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they have accelerated looking at previous trajectory. 2/3 are female and 1 is male.

5/14 learners made accelerated growth or 18 months in 12 months. This group of earners now work at their expected level. 3/5 are male and 2/5 are female. 1/5 is Maori. 2/5 are European and 2/5 are other ethnicities.

1/14 European female learner made accelerated growth of 2 years in 1 year and now works above their expected level.

Planning for next year:

Learners identified above that continue to work below or well below will continue to remain as the schools target learners. New learners who have been identified in school wide data gathered in term 4 2018 will also become identified target learners. Learners who were previously below or well below and who are now working at or above will be monitored through school wide assessment procedures, to ensure learning is sustained and progressing.

Learners who are identified as National Priority learners will continue to remain a focus and receive support with programmes and from the schools appointed SENCO. These groups include students with special needs, Pacifica, Maori and ESL or English second language users.

The board will continue to support resourcing through the development of the new STEAM curriculum that impacts on reading, writing and math.

The school will complete the math PLD at the end of term 1 with a focus on building teacher and leadership capabilities with an emphasis on whole school development.