

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 Cohorts Moving into 2018 from National Standards Data 2017</u></p> <p>Year 3-move 15 below learners to at and 7 well below learners to below</p> <p>Year 4-move 9 below learners to at and 7 well below learners to below</p> <p>Year 5-move 17 below learners to at and 2 well below learners to below</p> <p>Year 6-move 13 below learners 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>BASELINE DATA: Analysis of school-wide reading data (OTJ's against the reading National Standards) identified improvement across the school. The data shows that in November 2017, 21.5% (93/433) students were achieving below or well below in reading. This percentage is lower than last year 2016 (24.1%) or 112/465 with fewer students achieving well below and below.</p> <p>Baseline data:</p> <p>2.8% (12/433) students were achieving Well Below reading standard at the end of 2017.</p> <p>In this group 4 (2.5%) are Maori, 8 (3.6%) are male, 4 (1.9%) are female.</p> <p>18.7% (81/433) students were achieving Below reading standard at the end of 2017.</p> <p>In this group 35 (21.9%) are Maori, 50 (22.3%) are male, 31 (14.8%) are female.</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 reading...</p> <ul style="list-style-type: none"> Classroom placement 2018 consideration of learners. Learners were selected to work in rooms where teachers had reading expertise such as reading recovery training or an across schools leader position. Therefore strengths in reading would be best catered for this group of learners. CORE 5 lexia program provided for all target learners and had priority placement on the program. Front loading pedagogy with target learners prior to reading in a group. Strong focus on developing vocabulary and comprehension skills in front loading sessions. Volunteers working with readers across the year 3-4 cohorts. Teacher aides supporting target readers in rooms. Chapter chat in Y4-6 rooms. Tuakana teina approach used. Older students 	<p>Year 3-move 15 below learners to at and 2 well below learners to below.</p> <p>1/2 well below learners have since left the school. 3/15 below learners have since left the school. 1/2 learners remains well below however, has made 12 months progress in 2017 or standard rate of growth. 3/15 below learners are now working well below and have made 6 months progress in 2018. They are all Maori and male. 4/15 learners are now working at their age and have made accelerated progress. 2/4 learners are Maori and one is male. These learners have made 18 months progress in 12 months. 5/15 learners are now working above their age and have made accelerated progress. 3/5 learners are male. 2/3 learners are Maori male. These learners have made 2 years progress in 1 year.</p> <p>Year 4-move 9 below learners to at and 7 well below learners to below.</p> <p>2/7 well below learners have since left the school.</p> <p>3/7 learners remain well below. 2/3 learners has made 6 months growth. 1/3 learners has made 12 months growth or standard growth and yet remains well below.</p>	<p>As a school...</p> <p>Accelerated Growth</p> <p>31/58 learners made accelerated growth or 18-24 months progress in 12 months. In spite of this growth 1 learner who made accelerated growth remains well below and 4 learners remain below. 20/31 learners who made acceleration were male. 11/31 learners were female. 52% of female target learners made accelerated growth. 54% of male target learners made acceleration. Therefore there is equal rate of growth between genders in this cohort of learners. 53.33% of Maori male made acceleration therefore this cohort too have made equal growth in acceleration with their male counterparts and gender counterparts. 54.54% of Maori learners made accelerated growth. Therefore equity remains with all groups of accelerated learners here. 2/2 Pacifica learners made accelerated growth. 4/31 learners are other ethnicities, Asian or MELAA.</p> <p>Standard rate of growth</p> <p>15/58 learners made normal rate of progress. 4/15 learners were well below learners and remain well below. 6/15 learners in this group are of other ethnicities MELAA or Asian. 4/15 are Maori and 5/15 are European. 8/15 are male and 7/15</p>	<p>Leaders to bring about constant conversation in teams throughout the year in order to drive achievement.</p> <p>Leaders to focus on building teacher capability around front loading skills, pedagogy and effective strategies that bring about change within their teams.</p> <p>Continue to strengthen teacher capability in the early years and train a further reading recovery teacher. This means 3 junior teachers will be reading recovery trained. 4 in total including the school SENCO.</p> <p>SENCO teacher to help strengthen teacher capability by working in rooms with teachers in a coaching capacity.</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</p>

<p>working with younger students.</p> <ul style="list-style-type: none"> • Strengthen phonics base programs across the school. • Target learners taken daily and planned for accordingly. • Reading together program aimed at specific groups of target learners taken by the In Schools Leader. • Oral language strengthened for ESL learners with group and individual teacher aide work. • 1 teacher integrated literacy through STEAM. • RTLiT group referrals made. Supporting both learners and teacher capability. <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"> • Teacher capability with TOLD (teaching oral language development) professional development. • KLST (Kindergarten Language Screening Test) used to identify gaps and areas of weakness. 	<p>3/3 learners are female and have learning needs. 1/3 has recently been diagnosed with dyslexia.</p> <p>3/7 learners working well below are now working below. These learners have made accelerated growth of 18 months learning in 12 months. 2 of these learners are Maori and 1 is male Maori.</p> <p>1/7 learners working well below is now working at. This learner has made accelerated growth of 2 years in 1 year. This learner is an ESL learner.</p> <p>Year 5-move 17 below learners to at and 2 well below learners to below.</p> <p>1/2 well below learners has since left the school. 1/2 learners is ESL and has made 12 months progress or normal rate of progress and remains well below.</p> <p>8/17 below learners are now working well below. This group of learners has made 6 months progress in 12 months. 3/8 learners are Male Maori. 6/8 learners are male.</p> <p>4/17 below learners remain below however, they have made 12 months progress or standard rate of progress. 2/4 are male.</p> <p>3/17 learners have made accelerated growth of 18 months in 12 months. This group of learners are now working at their expected level. They are all male.</p>	<p>are female. 1/15 is Maori male. It could be suggested that this group of learners has in fact made accelerated growth in terms of their previous trajectory as they were making less than 12 months progress in previous years but in 2018 made 12 months growth.</p> <p>Less than standard rate of expected growth.</p> <p>12/58 learners made 6 months growth in 12 months. 9/12 are male. 6/9 are Maori male. Inequity and disparity remains with male and Maori male in this group. 2/12 learners are of other ethnicities.</p> <p>9/58 learners left throughout the year.</p> <p>The most significant impact came from the rooms were teachers had the best capability or recent professional development through reading recovery training or through the CoL Kahui Ako as literacy leaders.</p> <p>Impact was evident when Team leaders identified that there was a need for a constant conversation around what an effective reading program looked like and this is reflected in their cohort data. Teachers developed a shared understanding of what good readers do and how to achieve this, this was shared amongst all members in their teams through their meetings throughout the year.</p>	<p>modify for this group of learners when teaching and assessing.</p> <p>Continue with CORE 5, Quick 60 ABC, and referrals to RTLiT for support with both learners and building teacher capability. Teacher aides will be used to support these programs.</p> <p>Continue to strengthen ESL learner's oral language with teacher aides and the schools program. The school receives funding for this group of learners and this will be used to support this group of learners again. Teacher aides in rooms with the most needs and group work with most and all ESL learners attending CORE 5.</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 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</p>
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<ul style="list-style-type: none"> Teachers in this group collaborated in constant conversations around what an effective reading program looked like. Reading recovery teacher picking up identified learners at age 6. The school had .4 reading recovery. Ex-teacher hired to run Quick 60 ABC with all 5 year olds. 	<p>1/17 learners has made accelerated growth of 2 years in 1 year. This learner is female Maori. This learner is now working above her expected level.</p> <p>Year 6-move 13 below learners to at.</p> <p>2/13 learners has since left the school.</p> <p>1/13 learners has moved from below to well below. This learner has made 6 months progress in 12months and also has dyslexia.</p> <p>4/13 learners remain below and have made normal rate of progress or 1 year in 1 year. 2/4 learners are ESL and one is male. 1/4 learners has dyslexia and 1/4 learners has truancy and has remained with ROCK ON for over 2 years now.</p> <p>6/13 learners have made accelerated growth of 18 months in 12 months and are now working at their expected level. 2/6 learners are ESL, 2/6 learners are male Maori and 1/6 learners is male, 1/6 learners is female.</p>	<p>All target learners attended CORE 5 reading. ESL learners made normal to accelerated growth and attended this program the longest as funds were allocated from this pool for this group of learners. These learners also had oral language group focus and teacher aides worked in rooms where learners had the most need for learning English.</p> <p>Team Leaders worked collaboratively in syndicates to track and monitor progress in their cohorts. Team leaders identified staff who needed support with programs and worked alongside them to strengthen their capability.</p> <p>Early identification and intervention is an area that we are focusing on. Part of this is strengthening teacher capability through professional development such as TOLD, KLIST and reading recovery.</p> <p>Teachers used data to drive areas of learning and focused on effective pedagogy that supported this. Reading recovery strategies in rooms, front loading learners by meeting with them prior to working with them in a group. Learners were front loaded with vocabulary, comprehension and understanding prior enabling them to read with fluency in a group. Teachers noticed an increase in students' willingness to participate as a result of this approach as they felt confident and connected with the learning.</p> <p>All strategies employed have had an impact however, it is clearly evident</p>	<p>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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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 have been identified will continue to take priority for placement on programmes. The board will continue to look at the early years approach and support the schools current approach as this is showing that impact has improved student achievement outcomes here.

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.

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

The board continues to support reading recovery and strengthening teacher capability in the junior school. A new teacher will undergo training in 2019.