

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:	<u>Identified Target Cohorts moving into 2018</u> Year 4-Move 35 learners from below to at Year 5-Move 23 learners from below to at and 6 learners from well below to below 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 <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 writing...</p> <ul style="list-style-type: none"> • CORE 5 lexia program provided for all target learners and had priority placement on the program. • ALL accelerated literacy learning implemented in writing first year with year 4 learners. • ALL learners and teachers used front loading pedagogy prior to writing in a class group situation. This group of learners were taken daily. • ALL teachers built capability and worked on a collaborative inquiry around writing. • ALL writing evenings with whanau/students on ALL programme. • Engaged whanau in learning through use of Seesaw • Teacher aides supporting target writers in rooms. • Strengthen phonics base programs across the school. • Target learners taken daily and planned for accordingly. 	<p>Year 4-Move 35 learners from below to at</p> <p>3/35 learners have since left the school. 23/35 are male. 2/35 learners have moved from working below to well below. 1/2 learners is ESL and has made 6 months progress in 12 months and 1/2 learners has high learning needs. 1 is male and 1 is female.</p> <p>14/35 learners remain below and have made standard rate of growth or 12 months in 12 months. 13/14 learners are male. 4/14 learners are Maori male. 2/14 are other male ethnicities and 5/14 are European male. Disparity remains with male and in particular European and Maori male.</p> <p>13/35 learners made accelerated growth of 18 months in 12 months and are now working at their age. 7/13 are male and 6/13 are female. Therefore there is no disparity between counterparts. 8/13 learners are Maori or 61.5% of this group. 5/8 Maori learners were male Maori.</p> <p>4/35 learners are now working above their age and have made accelerated progress of 2 years in 1 year. 2/4 are Maori. 1 learner is Maori male. 3/4 are male. Female learners have inequity within this group compared to their male counterparts.</p>	<p>As a school...</p> <p>Accelerated Growth</p> <p>21/85 learners made accelerated growth of 18 months in 12 months and now work at their age. 8/21 learners were female and 13/21 learners were male. 9/21 were Maori. 5/9 were Maori male. 8/21 learners were European. 4/21 learners were of other ethnicities. 13/21 learners were in year 4 or 62%.</p> <p>5/85 learners made accelerated growth of 2 years in 1 year and now work above their age. 4/5 learners are year 4 or 80%.</p> <p>Of the 27 learners that made accelerated growth across 3 cohorts 19/27 were year 4 or 70.3% of this accelerated group.</p> <p>Standard rate of growth</p> <p>26/85 learners made normal rate of progress. 5/26 were female and 21/26 were male. 11/26 were Maori. 8/11 Maori were Maori male. 10/26 were European and 5 other ethnicities. 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>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 with 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. Reading and writing early intervention program.</p> <p>CoL Across School teacher to help strengthen teacher capability by working in rooms with teachers in a coaching capacity.</p> <p>School leaders to carry out review findings and look at how CoL PLD allocation is used and ensure all professional development is delivered to all staff and cohorts school wide.</p> <p>Leaders to gather learner voice around Ian Hunter-small data findings. Ensure that all learners' school wide are using Ian Hunter resources and have an understanding of the 12 sentence starters, skills and strategies. Data mining for what is really happening for this group of learners who are not shifting with learners.</p>

<ul style="list-style-type: none"> • RTLiT evenings engaging with whanau for boys and girls with Lads and Dads and Fancy Nancy. Supported by CoL 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. • Teachers in this group collaborated in constant conversations around what an effective reading program looked like. 	<p>Year 5-Move 23 learners from below to at and 6 learners from well below to below</p> <p>1/6 learners working well below has since left the school. 1/23 learners working below has since left the school.</p> <p>5/6 learners who were working well below remain well below. 2/5 learners have made accelerated growth of 18 months however remain well below in spite of. 2/6 learners have made 12 months progress in 12 months. 1/6 learners has made some improvement in aspects of their writing but overall has not shifted in their learning.</p> <p>21/23 learners who were working below are now working well below. 6/23 learners have made 6 months progress in 12 months. 10/23 learners made improvement in aspects of their writing however have not improved overall. 5/23 learners have made backwards progress. 8/23 learners are Maori. 6/8 are Maori male. 17/23 are males. Inequity remains with males in this cohort. 11/23 are European. Inequity remains with European.</p> <p>1/23 learners working below remain below and have made standard rate of progress or 12 months in 12 months.</p> <p>1/23 male learner has made accelerated growth of 18 months in 12 months and is now working at their expected level.</p>	<p>Less than standard rate of expected growth.</p> <p>34/85 learner made less than 6 months progress.</p> <p>6/34 learners made backwards progress of up to 6 months. 5/6 were male and 1 was female. 3/6 are Maori.</p> <p>7/34 learners made some progress in aspects of their writing but not over all. 4/7 learners are male and 3/7 learners are female. 4/7 were Maori.</p> <p>18/34 learners made 6 months progress in 12 months. 9/18 were male. 4/18 are Maori. Inequity and disparity remains with year 5 and 6 learners.</p> <p>8/85 learners left throughout the year.</p> <p>From the data gathered this year it is clear that the biggest impact for improved writing came from the year 4 cohort. 2/35 learners made less than 12 months progress. 3/35 left. 30/35 learners made standard rate of growth or accelerated growth. This is therefore suggested that the model is an outstanding working model for learners who were experiencing difficulty with writing. This group of teachers were involved in accelerated literacy learning or the ALL program. Teachers in this group ran a collaborative inquiry where the focus was on shifting identified areas driven from data. They met weekly and discussed and collaborated what learning specifically looked like for</p>	<p>ALL-accelerated literacy learning program will be aimed at current year 5 learners who will be the year 6 cohort in 2019. This is the identified learners where disparity and inequity remain. ALL pedagogy and practice to filter school wide.</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>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 run whanau engagement evenings for learners with In School Leader and RTLiT 'Dads and Lads and Fancy Nancy'.</p> <p>Continue to strengthen ESL learner's literacy with teacher aides and the schools program designed by the</p>
--	--	---	--

<ul style="list-style-type: none"> • 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>Year 6-Move 27 learners from below to at. 3/27 learners have since left.</p> <p>8/27 learners working below now work well below. 2/8 have made some progress in areas of writing but have not progressed beyond this. 6/8 learners have made 6 months progress in 12 months. 5/8 are male and 3/8 are female. 2/8 are Maori male. Disparity remains with male. 5/8 are European, disparity and inequity remains with European in this cohort.</p> <p>9/27 learners working below remain below and have made 12 months progress in 12 months. 5/8 are female. 3/8 are Maori.</p> <p>5/27 learners have made accelerated growth making 18 months progress in 12 months. This group of learners are now working at their expected level. 3 are male. 1 is Maori.</p> <p>1/27 female learners has made accelerated growth of 2 years in 1 year and is working above their expected level.</p>	<p>their learners. This group focused on front loading and worked with a facilitator Colleen Wills. Literacy leaders facilitated and lead change for both the learner and teacher capability. Learners were front loaded with the skills and strategies required to carry out a task needed for whole class teaching the next day. Learners once front loaded with the knowledge and strategies of writing appeared to be highly engaged with whole class facilitation, they were more eager to contribute and participate in writing.</p> <p>Leaders feel that the CoL has developed some strengths in writing in the school. However, we believe that this is kept to small pockets of increasing teacher capability. Teachers therefore have a washed filter of the rich PD that their In School Leader colleagues receive. Therefore it was suggested to the CoL that schools in 2019 have more autonomy as to how writing PD is delivered. Taupo Primary will be ensuring that PD is school wide. Mining through data from one term to the next was evidence of this finding. Mid-year cross-school moderation showed that year 3 and 4 learners used Ian Hunter writing sentences far greater than other learners. These learners had the ALL and CoL leaders. Learners in year 5 and 6 hardly used any Ian Hunter sentence starters in their mid-year writing. The Across School Leader carried out further mining with end of year data which revealed that although year 5 and 6 had improved their use of sentence starters these</p>	<p>SENCO. Teacher aides in rooms with the most needs and group work with most Else learners. All ESL learners will continue 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 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>
---	---	---	--

		<p>were often the same ones being used and they had far less than their year 3 and 4 peers who showed more variety of sentence use and used these more often and regularly throughout their writing piece.</p>	
--	--	--	--

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.

Cohorts 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. 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 continue to honour the work of the CoL and resource Ian Hunter's write that essay approach.