

# Analysis of Variance Reporting



<b>School Name:</b>	Wainuiomata Intermediate	<b>School Number:</b>	1646
<b>Strategic Aim 2020:</b>	<i>All learners are able to access The New Zealand Curriculum as evidenced by achievement in Reading, Writing and Mathematics in relation to the New Zealand Curriculum levels of achievement</i>		
<b>Annual Aim 2020:</b>	<i>To increase the progress of all students in Reading, Writing and Mathematics.</i>		
<b>Target 2020:</b>	<p>Based on the 2019 end of year data, we set the following targets</p> <p><b>Reading:</b> All students will make at least one year's progress in reading against curriculum levels.</p> <p><b>Writing:</b> All students will make at least one year's progress in writing against curriculum levels</p> <p><b>Mathematics:</b> All students will make at least one year's progress in math against curriculum levels</p> <p><b>Attendance:</b> 95% attendance across the school.</p> <p><b>Wellbeing:</b> 90% of students enjoy and feel valued at our school.</p>		
<b>Baseline Data from 2019:</b>	<p>Our 2019 end of year data shows that using NZC Levels data and Teacher OTJ's that the following students were at or above expected levels:</p> <p>70.2% for Writing.</p> <p>80.4% at or above for Reading.</p> <p>73.8% at or above for Mathematics</p>		

<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>
<p>Normally we measure results mid and end of year, but lockdown meant mid-year testing did not happen.</p>	<p><b>Math:</b> At or above L4 = 64%</p> <p>Maori = 61%</p> <p>Pacifica = 74%</p> <p>Male = 63%</p> <p>Female = 65%</p> <p><b>Year 8 = 75%</b></p> <p><b>Reading:</b> At or above L4 = 73%</p> <p>Maori = 68%</p> <p>Pacifica = 77%</p> <p>Male = 69%</p> <p>Female = 77%</p> <p><b>Year 8 = 85%</b></p> <p><b>Writing:</b></p> <p>At or above L4 = 61%</p> <p>Maori = 58%</p> <p>Pacifica = 68%</p> <p>Male = 56%</p> <p>Female = 68%</p> <p><b>Year 8 = 78%</b></p>	<p>Having a linear target rather than measuring progress is unhelpful but individual progress is hard to report on.</p> <p>Comparing our end of year targets across years is unhelpful as cohort is at least 50% different.</p> <p>Year 8 results are still better than 2019 results.</p> <p>As a cohort the school made progress and the contrast between Y7 and Y8 results show the benefit of the 2-year programme.</p> <p>Still a difference between different cohorts although the gaps are reducing.</p> <p>Lockdown contributed, with time missed and programmes changed.</p> <p>There is a measurable difference between normed test results and teacher OTJ's.</p>	<p>Individual tracking and targets using SMS. Earlier conferences to set goals and inform parents.</p> <p>While level 4 remains a target for all, individual progress between and within levels is what will be targeted, tracked and valued.</p> <p>Students tracked for two years and progress and achievement reported.</p> <p>Initial Y7 testing employed to set benchmark for measuring progress.</p>

<p>Embed the values in our teaching and in all interactions with the community.</p> <p>Scan &amp; analyse soft and hard data to identify students and their learning needs to allow teacher actions to raise achievement</p> <p>Track student progress &amp; Learning progression to identify gaps &amp; monitor progress</p> <p>Develop a connected community curriculum that honours our children and their families</p> <p>Deliberate acts of teaching – key strategies in RWM, specific vocabulary, spelling, writing, inquiry, skills &amp; knowledge taught.</p> <p>Programmes meet the needs of all groups of learners: Reading support, Extension classes, music, culture, leadership, sports etc</p>	<p>PB4L audit concluded Values were well understood and used.</p> <p>Teachers better know students: numbers, names and needs. Learning programmes meet identified needs.</p> <p>Students are on track to meet individual learning goals.</p> <p>Work began embedding values and relooking at a topic based curriculum using NZ History and Science as hooks.</p> <p>This is not coherent across school</p> <p>Staff turnover and Lockdown meant students had far fewer opportunities</p>	<p>Values are widely understood and approved of.</p> <p>Students were targeted and tracked.</p> <p>Larger amount of trauma affected students than anticipated.</p> <p>Students were targeted and tracked. Students aware of their level, target and next steps.</p> <p>Too many topics and not enough depth. Good engagement on NZ history.</p> <p>No CLC's and fewer staff meetings due to Covid. Maintenance rather than growth year</p>	<p>Use values as positive behaviour reinforcement.</p> <p>Improve recognition of students using values.</p> <p>Improve tracking and reporting, involve whānau through Spotlight SMS.</p> <p>Become trauma informed school.</p> <p>Improve tracking and reporting. Live reporting through Spotlight SMS.</p> <p>A connected curriculum is developed with student voice. An authentic, coherent curriculum re-enables inquiry.</p> <p>Continue to focus on DAT's and let needs drive PLD.</p> <p>CLC's and Staff Meeting focus on DAT</p> <p>New Tech and Science programmes.</p>
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<p>Weekly CLC &amp; PLD to build teacher knowledge and capacity, followed by classroom observations and feedback</p>	<p>Improved teacher capability, greater collaboration, support and accountability.</p>	<p>Did not happen due to Covid.</p>	<p>Continue to target improvements.</p>
<p>Principles of <i>Effective Teacher Practice</i>, <i>Te Kotahitanga</i> and <i>Ka Hikitia</i> are an integral part of teaching and learning</p>	<p>Values based on Māori principles. PLD focussed on raising Cultural Competence.</p>	<p>Ongoing process due to take up and staff turnover.</p>	<p>Cultural responsiveness and connectedness with Māori learners will improve their success as Māori and improve teaching for all learners</p>
<p><i>Reading Together and Maths Together</i> and other learning support programmes</p>	<p>Well attended and received</p>	<p>Great initiative, teachers wish to extend options.</p>	<p>Parents support their child with reading/maths at home. Positive relationship between home and school.</p>
<p>Review innovative learning space for effectiveness</p>	<p>New team, slowed by Covid.</p>	<p>Began to look different to mainstream. New team and pedagogy in 2020.</p>	<p>Keep same team together and monitor students for “fit” with the area.</p>
<p>Portfolio of professional practice to meet Teaching Council expectations.</p>	<p>Teachers added to and received feedback on portfolio</p>	<p>Teachers Council changed the rules half way through the year.</p>	<p>Ways to ensure Education Council requirements for registration are met will be developed around new framework.</p>

Continue to give Cultural and Sporting opportunities Curriculum time for practice and performance.	Increased attendance, participation, commitment, and performance in Sport, Pacifica and Kapa Haka.	Great results	Continue
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