



ANALYSIS OF VARIANCE 2016



School Number: 4119

Student Achievement Target 1: Writing

STRATEGIC GOALS:

Strategic Goal 4: To tailor learning interventions and programmes, which support achievement for all pupils.

Strategic Goal 5: To embed the School's response to ESOL, Special Needs and Gifted and Talented students.

Strategic Goal 9: To implement a curriculum focus for 2016 based on the end of year results for 2015.

Goal 4: 65% of these students, who are **Below**, are boys; the aim was to move these 13 students to **At** by the end of 2016. At the close of 2016, there are 7 of the 8 students, who are **Below** the standard in Writing, continue to be boy pupils. At the end of the year, 7 out of the 11 students, who are **At**, **also** are boy students.

Goal 5: 50% of the 6 pupils, who are **Well Below**, are ESOL students. The aim was to move these to **At**, or at the least, **Below**, by the end of 2016. There continues to be 4 out of the 8 or 50% of the **Belows**, who continue to be ESOL students.

Goal 9: Based on the end of the year results in 2015, our aim was to continue to raise the Language based subject results, Reading and Writing of our students, where our School continues to have a high number of ESOL students [40%].

BASELINE DATA:

Writing was our School's curriculum focus in 2014 and, accordingly, it was pleasing to see that 63.1% of our students were **At or Above** the National Standards, by the end of 2014, compared to 58.6%, who were **At or Above** at the close of 2013. Writing continued to be the curriculum focus in 2015 and 2016 and, whilst it was disappointing to observe that **At or Above** the standard had moved back to 58% in 2015, it was most gratifying to confirm that **At or Above** the NS had moved to 73% in the middle of 2016 and had been maintained at 69% by the close of 2016. Analysis of the 2015 data shows that males are definitely achieving lower than females: 70% of those, who were **below** or **well below** were boys and, of real concern, was that 78.5% of **below** or **well below** in Writing, at the close of 2016, continue to be boys. This disparity, among our boy students, needs to be a target in 2017. The Baseline data summary over the last three years is thus:

Writing:	At and Above NS	Below the NS	Well Below the NS
Mid 2014	50.7 %	37.4 %	11.9 %
End of 2014	63.1 %	26.1%	10.8%
Mid 2015	51.6 %	35.9 %	12.5 %
End of 2015	58 %	31.5%	10.5%
Mid 2016	73 %	8 %	18.7 %
End of 2016	69 %	16.5 %	14.5 %

Actions to Achieve Targets	Outcomes	Reasons for the Variance.	Evaluation.
<p>Ensure assessment data of learners is accurate and up to date.</p> <p>Look closely at the Writing provisions that now exist within the school. Are these effective or are there any alternatives?</p> <p>audit teaching practices to identify what is working and what needs to be adapted.</p> <p>Consolidate the ICT programmes used to track student achievement and state next steps.</p> <p>Moderate student writing as a school team to ensure validity,</p>	<p>Year 1-2</p> <p>At the close of 2015, the majority [64%] of our Year 1 and 2 pupils were below or well below the standard in Writing. These Year 1 and Year 2 were target students for 2016. Of real concern is that the entire grouping of Year 1 and 2 pupils, who could be tested for National Standards, were below or well below the standard.</p>	<p>Year 1-2</p> <p>63% of these Year 1 and 2 pupils are ESOL and, therefore, the dynamics, of beginning their School years and their ESOL status, would provide one good reason for these poor results in Writing. That aside, these students need to continue to be targets for 2017. A further objective was to track the Year 2 students, who were At or Above the standard as they moved to be Year 3's in our Totara class .</p>	<p>Year 1-2</p> <p>The intention was to upskill staff, who had hands on contact with our Kowhai class and, in the second semester of 2016, the input of skilled Teachers' Aides, was an entity, which will enhance the teaching of our Kowhais. The teaching/learning programme in our Kowhai class was not helped with the sick leave needed by the permanent staff member in this class.</p>

reliability and consistency across the school.		It is most pleasing to confirm that 67%, of these Year 3 pupils, continue to be performing At or Above the standard in Writing. This reflects a continuation in the high standard of pedagogical delivery in our Totara class.	
Student progress to be discussed regularly as part of the teacher reflective programme.			
Professional development continues with teachers reporting back on what was covered.			
Professional development course in dealing with the needs of ESOL students	Year 3-5 67% of the 2015 Totara class were either At or above the standard in Writing and this has been moved to 75% in 2016.	Year 3-5 The main reason that these students continue to perform so well is that their learning styles continue to be well maintained, using aspects of the Modern Learning Environment. Two students in this class also endorsed their respective academic prowess with a High Distinction and Distinction in the ICAS Spelling and Writing respectively.	Year 3-5 The experience and particular skills of our Totara teacher will continue to be encouraged and endorsed , with elements of her best practice being shared at our monthly Staff meetings assigned for this purpose.
Provide specific feedback, support and coaching for classroom teachers.	The three well below students one has microcephaly and receives medication for epilepsy, whilst the other two are boys of Indian descent, who have only arrived in NZ this year.	The advances in Writing, by all three of the well below students, also needs to be noted. It will be interesting to follow the progress of the two ESOL boys, from Indian, who will ready now to be 'rated' on the norm referenced scales of National Standards. Again, their academic	Each child's learning styles will continue to be both planned for and implemented, to endeavour to maintain the high standards of Writing performance by the majority of this class.
Additional support for students beyond the classroom programme who are identified as 'well below'			The Modern Learning Environment will also to be welcomed and the successes of this structure will also be shared with other Staff and our MCS community.
Repeat the community survey on writing and analyse the data.			
Effective analysis of end of year data to inform progress and planning for the following year.			

	<p>Year 6-8 At the close of 2016, 63% of these Year 6-8 students were working either At or Above the Writing standard and, by the close of 2017, this had moved to 76 %. Five of the seven Year 8 leavers were working At or Above the Writing standard at the close of 2015, which compares favourably with five out of the seven Year 8 cohort, who were At or Above the standard, in Writing at the close of 2016.</p>	<p>progress is a true credit to the programme of their Totara teacher, who also utilizes her Teacher Aide in the best ways. The Year 4 girl, with epilepsy, has also made great progress and has now moved to a local Independent School, where her mother is to work.</p> <p>Year 6-8 Our Kauri teacher's planning and structured programme would be 'second to none' and continues to cater for the range of needs in this Kauri class. As with 2015, this exemplary pedagogy has ensured that both the majority of this class and, the seven Year 8 leavers, are performing either At or Above the standard by the close of the 2016 year.</p>	<p>Year 6-8 The special needs pupil in Year 6 was given a most smooth transition from Year 5 to our Year 6 class and received the Teacher Aide services five days per week. Her progress in Writing has been sound, with her vocabulary growth showing real gains in her free writing. Accordingly, the Year 8 boy with Special Needs has also made sound progress and should transition smoothly to his new Secondary School. There was a focus planned on the two new Year 7 boys joining this class; it is most pleasing to observe that one is performing Above the standard and the other is At . The real strength in Writing in this class has been endorsed with 80</p>
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			<p>% of the Year 7 students and 67% of the Year 6 students all performing Above the Writing standard.</p>
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Planning for next Year: Writing will continue to be an ongoing curriculum focus for 2017 and there will continue to be an emphasis on raising the standard of performance of ESOL students and ensuring positive shifts are maintained and built upon.

The improvement in the overall standard of Writing in our School will have, as an objective, to be maintained and built upon. The improvement, which we have seen in percentages from year on year, including nearly 10% more in **At or Above** in 2016 than 2015, is pleasing. This provides opportunities for our Staff to be innovative in the use of these students' skills, including entrances in International, local and National academic exercises and scholarships. We will also place a focus on the Writing needs of our Year 1 and 2 students and will offer PD opportunities to our Kowhai Staff member and chances to witness best practice from his teaching colleagues.

Analysis of our data shows that a majority of those students who are **below** or **well below** are ESOL and, in keeping with funding opportunities, we will offer this enriched tuition to these pupils.

Student Achievement Target 2: Reading

STRATEGIC GOALS:

Strategic Goal 4: To tailor learning interventions and programs that support achievement for all students.

Strategic Goal 5: To strengthen the school response to ESOL students.

Goal 4: Our goal was for the seven students, who are currently **Below**, to be **At** the standard by the year's end. It is pleasing to observe that there are just two students **Below** the NS in Reading at the close of this year.

Goal 5: The seven students, who are **Well Below** the Standard to move these to **Below**. The seven, who are **Below**, to move these to **At**. By the end of 2016. There are still seven students in the **Well Below** and, of these, five have an ESOL classification.

BASELINE DATA:

Reading is the core business in any educational institution.

In 2013 81% of the students were **At** or **Above** in Reading but at the end of 2014 only 76.5% are **At** or **Above**. Analysis of the 2015 date shows that a majority of those students who are **Below** or **Well Below** are in fact ESOL. It is most gratifying to observe the positive shift, year by year, in our National Standards' results for Reading:

Reading:	At or Above NS	At the NS	Below the NS
Mid 2014	71.6 %	19.4 %	9 %
End of 2014	75.5 %	15.4 %	9.2 %
Mid 2015	76.5 %	12.5 %	11 %
End of 2015	74 %	12 %	14 %
Mid 2016	70.8 %	12.5 %	16.5 %
End of 2016	81.5 %	4.2 %	14.5 %

Actions to Achieve Targets	Outcomes	Reasons for the Variance.	Evaluation.
Ensure assessment data of learners is accurate and up to date.	<p>Year 1-2 Of the seven Year 1 students, one is Below and three are Well Below the Reading standard. It is gratifying to observe that 43% of the Year 2's are either At or Above the standard. Two of the three Well Below the Reading standard pupils, in Years 1 and 2, are boys.</p> <p>Year 3-5 The real strengths of this cohort of students in Reading was again confirmed with an endorsement of 85% being At or Above the Reading standard. There continues to be a need for a mini- target to endeavour to lift the three students, who are either Below or Well Below the National Standard to, to a higher level of performance.</p>	<p>Year 1-2 The ESOL rating for five of the eight [62.5%] Year 1's and 2's would have been an inhibiting factor in the progress of these pupils in Reading. It is pleasing to observe the benefits of a sound, steady Reading program, with one and two pupils, being in the At and Above the Standard respectively. The benefits of the Professional Development, for this teacher, in SHARP Reading, are in evidence.</p> <p>Year 3-5 It is absolute pleasure to report that, as a consequence of a focused, well managed programme of work, there has continued to be a sustaining of a very good standard of Reading in this Totara class. The gains, which could be contributed to the introduction of SHARP READING, are also confirmed in this class.</p>	<p>Year 1-2 There continues to be a need for constructive, directed and regular use of the Teachers' Aides to ensure that our Year One and Two students consolidate essential rules and skills in their Reading.</p> <p>Year 3-5 As predicted, seven of the eight Year 3's were performing At or Above the National Standard in Reading by the close of 2016. Again, this is attributed to the meeting of learning styles in our Totara class, using the Modern Learning Environment. As indicated, the SHARP READING, introduced now for a year, would have enriched the other dynamics of this class' Reading programme, to ensure the high standard of outcomes, in this class, have</p>
Look closely at the Reading provisions, which now exist within the school. Are these effective or are there any alternatives?			
Audit teaching practices to identify what is working and what needs to be adapted			
Consolidate the ICT programmes used to track student achievement and next steps.			
Moderate student reading as a school team to ensure validity, reliability and consistency across the school.			
Student progress to be discussed regularly as part of the teacher reflective programme.			
Professional development continues with teachers reporting back on what was covered.			
Professional development course in dealing with the needs of ESOL students			

Provide specific feedback, support and coaching for classroom teachers.			been maintained. It has again been essential that the Teachers' Aide, being used for the ESOL students, remains as the 'constant' in the day to day implementation of the Reading programme in this class.
Additional support for students beyond the classroom programme who are identified as 'well below'			
Repeat the community survey on reading and analyse the data.			
Effective analysis of end of year data to inform progress and planning for the following year.	<p>Year 6-8 It is a true credit to the well planned and implemented programme, of our Kauri teacher, that 90% of these Years 6-8 students are either At or Above the National Standard in Reading, by the close of 2016. The prime goal is for our leaving graduates to be as best prepared as possible as they enter their Secondary years. Our 2016 leavers have realized their potential at this stage of their development, with 86% of our Year 8's being At or Above the Standard as they enter their Secondary years</p>	<p>Year 6-8 Again the evidence of the Shena Cameron Professional Development and follow up 'Reading skills' implementation has ensured ongoing improvement and positive shifts for the majority of our Kauri students in Reading. The true credit needs to be extended to our Kauri classroom teacher, whose methodical, structured Reading programme has also made sure that our Year 8's continue to be so well prepared as they enter their Secondary years.</p>	<p>Year 6-8 It is most gratifying to observe that the 70% of this class, who were At or Above the Standard at the Mid- Year 2016, had advanced to 90.5% by the close of 2016. By the close of 2016, 86% of our Year 8 leavers were At or Above the standard. There also continues to be a real strength in the cohort of Year 6 students: at the Mid –Year 2016, 55.5% were At or Above the Standard, whereas by the year's end, this had progressed to 89% of these Year 6's being At or Above the standard. Similarly, the cohort of Year 7 students had advanced from 60% being At or Above the standard to 100% At or Above the standard by the end of 2016.</p>

Planning for next Year:

In 2014, the results showed 75.7% % of the students were **At** or **Above** the standard by the close of that year, with comparable results by the close of 2015: 74% were **At** or **Above** the standard. In 2016, this momentum continued, with 81.5% of our students being **At** or **Above** the standard in Reading by the end of 2016. As with Writing, our targets will be in our Year 1 and 2 class and the ESOL students will also be targeted.

Student Achievement Target 3: Mathematics

STRATEGIC GOALS:

Strategic Goal 4: To tailor learning interventions and programs that support achievement for all students.

Strategic Goal 5: To strengthen the school response to ESOL

Goal 4: The goal was for the 10 students, who are currently **Below**, to be **At** by the year's close. At the close of 2016, there are 7 students, who are **Below**, which is 3 less than at the beginning of 2016.

Goal 5: 50 % of the **Well Below** students are ESOL and the goal was to move these to **At** or, at the least, **Below**. 4 of the 6 pupils, who are **Well Below**, in Mathematics, at the end of 2016, are ESOL and this would collate to 66.6% of the Well Below totals. 50% of these **Well Belows** are in Kowhai.

BASELINE DATA:

As with 2015, it is again most gratifying to observe the comparable shifts from the Mid Year to the End of Year results in 2016. It is most pleasing to observe that 86 % of our Year 8 leavers are **At** or **Above** the National Standard. There is also a notable shift in our Year 7, Year 6, Year 5, Year 4, Year 3 and Year 1 classes with 80%, 67%, 100%, 75%, 86% and 67% being **At** or **Above**, respectively, in the end of 2016 results in Mathematics. The end of year results in Year 2 confirm, however, that only 40 % are **At** the standard, with 60 % registering being **Well Below** the standard and this cohort needs to be a target for 2017.

Mathematics:	At or Above NS	Below the NS	Well Below the NS
Mid 2014	59.7 %	32.8 %	7.5 %
End of 2014	75.4 %	15.4 %	9.2 %
Mid 2015	61.1 %	21.8 %	6.3 %
End of 2015	72 %	17.5 %	10.5 %
Mid 2016	70.8 %	14.5 %	14.5 %
End of 2016	73 %	14.5 %	12.5 %

Actions to Achieve Targets	Outcomes	Reasons for the Variance.	Evaluation.
Ensure assessment data of learners is accurate and up to date.	Year 1-2 At the end of 2015, all six of our Year 1's were either below or well below the standard. Of concern, is that, as we close	Year 1-2 One of the main reasons, for these lower results, would be that 60% of these Year 2 students are ESOL.	Year 1-2 These Year 2's needs will be well endorsed as they move to Totara where their weaknesses will be noted and developed.
Identify and record consistent school approaches that promote and support numeracy development.	2016, 60 % of these, now Year 2's, continue to be classified as	Again, we need to be cognisant to the fact that these Year 2's are still in the beginning stage of their schooling and, are at this rudimentary stage of their development. The Year 2 results endorse what is possible after two years of tuition in Numeracy	
Audit teaching practices to identify what is working and what needs to be adapted.	Well Below. These pupils will be a target for 2017, with PD opportunities being offered to the Kowhai Staff member and Teachers' Aides.		
Implement numeracy support initiatives/interventions to support learners who are underachieving.			
Teacher enquiry meetings reflecting on difficulties and problems, specific areas of numeracy, common computational and arithmetic errors, common ESOL difficulties, celebration of student achievement.	Year 3-5 The very good results, for our Year 3-5 pupils at Mid Year confirmed that 75 % were either	Year 3-5 Again the planning and implementation of the teaching and learning process had ensured the endorsement of high standard in Numeracy ability in this class.	Year 3-5 Again, these fine results are attributed to the Modern Learning Environment of each student being tailored to suit the dynamics of the learning styles in our Totara class.
Numeracy/Mathematics evening – to promote parent partnership	At or Above the standard and, it is most pleasing to report that	The special needs students' needs will again be nurtured under the staff member's direction and the Teacher's Aide's one to one work.	The strengths and talents of these students will be endorsed and taken to other levels to ensure the momentum of these excellent results are both maintained and built up. The two Well Below Year 3 and 4 students are ESOL and
Source and acquire additional resources for the iPads	86 % were either At or Above the standard, in Numeracy, at the close of 2016.		
Professional development course in dealing with the needs of ESOL students	The five students, who were		
Professional development /Leadership meetings attended by DP	Below or Well Below the standard at the Mid Year, had		

with reporting back to staff with ideas, suggestions and activities.	been reduced to three by the end of 2016.		their programmes will be managed and monitored to suit their needs.
Provide specific feedback, support and coaching for classroom teachers.	Year 6-8	Year 6-8	Year 6-8
Effective analysis of end of year data to inform progress and planning for the following year.	At the Mid- Year, 83 % of this cohort of Year 6-8 students were At the standard in Numeracy; by the end of 2016 76 % were either At and, now Above the standard in Mathematics. There were five students Below and one Well Below at the Mid - Year and, by the End of year, there continued four Well Below and still one Below the standard. The Year 6 and Year 7's in this grouping will provide targets for 2017.	Four out of the of five Belows or Well Belows are ESOL and this would have had a bearing on their results. The Year 6 student is High Needs and is to be given due credit for the advancement that has been made with her in her Numeracy skills' gains.	It is most gratifying to observe that 86 % of our Year 8 leavers are either At or Above the standard as they move to high school. There are also strengths in the Year 6 and Year 7 cohorts: 67 % of the Year 6's are At the standard, whilst 80 % of the Year 7's are At or Above the standard.
Planning for next Year: As with previous years, we will now need to target Year levels where there are higher percentages of students, who are Below or Well Below the National Standards, namely in Year 2, for 2017. This will involve focused work , set up and directed by the classroom teacher, and with concentrated 'one to one' and group work by appointed Teachers' Aides.			