

ANALYSIS OF VARIANCE 2018

Miramar Christian School

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.

Goal 4: 62 % of these students, who are **Below** or **Well Below**, continue to be boy students. There is a slight improvement, by way of comparison with the previous year, which was 65%, but is still too high.

Goal 5: 66% of the 21 pupils, who are **Below** or **Well Below**, are ESOL students.

BASELINE DATA:

The curriculum focus in 2014, 2015 and 2016 was Writing, with Mathematics being our 2017 priority. At the close of 2017, 58 % of our students were **At** or **Above** the National Standards. Analysis of the 2017 data shows that males are definitely achieving lower than females: 62% of those, who were **below** or **well below** were boys. It is, however, pleasing to see parity in the boy/girl data for those, who are **At** the Standard. Our girls continue to have the dominance, with 77% of those performing **Above** the Standard being girls. Writing will be a major focus in 2018, with our Staff using the 2017 **Professional Learning Development [PLD]** for Mathematics for our objective to raise the Writing performances.

| 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 % |
| Mid 2017 | 52% | 24% | 24% |
| End 2017 | 54% | 23% | 23% |

| Actions | Outcomes | Reasons for the Variance. | Evaluation. |
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| Actions to Achieve Targets Ensure assessment data of learners is accurate and up to date. <ul style="list-style-type: none"> Staff to review the Writing provisions that now exist within the | Year 1-2 At the close of 2016, the entire grouping of Year 1 and 2 pupils, who could be tested for National Standards, were below or well below the | Year 1-2 69 % of these Year 1 and 2 pupils and their ESOL status, continues to be a good reason for these poor results in Writing. Again, these students need to | Year 1-2 The continued input of a skilled Teachers' Aides, was an entity, which has continued to enhance the teaching of our Kowhai pupils. |

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| <p>school. Are these effective or are there any alternatives ?</p> | <p>standard. 85% of the 2017 Year 1 and 2 cohort continue to be in the below or well below Standard.</p> | <p>continue to be targets for 2017.</p> | <p>The appointment of an experienced teacher, in our Kowhai class for the first term, will provide this 2018 cohort of students with a sound platform to develop their Writing skills.</p> |
| <ul style="list-style-type: none"> • Lesson Observations and Planning reviews to assess what is working and what needs to be adapted. | <p>Year 3-5 The strengths of 2015 and 2016, in our Totara class where 67% and 75% were either At or above the standard respectively, has moved back to 53% being either At or above Standard in the 2017 Year 3-5 pupils.</p> | <p>Year 3-5 The high percentage [53%] of ESOL students is again a factor. Two students in this class have continued to endorse their respective academic prowess with a High Distinction and Distinction in the ICAS Spelling and Writing.</p> | <p>Year 3-5 Our Totara teacher has continued to both plan and implement for each child's learning style. Our Totara teacher will also take a lead in the Whole School Professional Learning Development, to raise our Writing standards of performance, in 2018.</p> |
| <ul style="list-style-type: none"> • Utilise the MUSAC Student Management programme to track student achievement and state next steps. | <p>Year 6-8 At the close of 2017, 89% of our Year 6-8 students were working either At or Above the Writing standard.</p> | <p>Year 6-8 As our students move through our School, our prime objective is that our Year 8 leavers are achieving either At or</p> | <p>Year 6-8 It is most gratifying to observe that all of our Year 8 leavers were achieving At or Above the</p> |
| <ul style="list-style-type: none"> • To continue our Staff Team's moderation of student Writing to ensure validity, reliability and consistency across the school. | | | |
| <ul style="list-style-type: none"> • Student progress to be discussed regularly as part of the teacher reflective programme at weekly Staff meetings. | | | |

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| <ul style="list-style-type: none"> Professional Development courses to be used with teachers continuing to report back on what was covered. | | <p>above Standard and, by the close of 2017. The skills and planning of our Kauri teacher has again built upon the good work that has happened as these students have progressed through our School.</p> | <p>Writing standard, with 80% being in the Above category.</p> |
| <ul style="list-style-type: none"> Professional Development courses in dealing with the needs of ESOL students, with Teachers' Aides completing qualified courses. | | | |
| <ul style="list-style-type: none"> | | | |
| <ul style="list-style-type: none"> Teachers' Aide support for students beyond the classroom programme who are identified as 'well below' | | | |
| <ul style="list-style-type: none"> Analyse Mid-Year data and set goals for the second half of 2018. | | | |
| <ul style="list-style-type: none"> Effective analysis of end of year data to assist progress and planning. | | | |

Planning for next Year: Writing will be our curriculum focus for 2018. We will continue to place an emphasis on raising the standard of performance of ESOL students and ensuring positive shifts are maintained and built upon. We will continue to encourage entrances in International, local and National academic exercises and scholarships.. The continued input of a skilled Teachers' Aides will be continued to enhance the teaching of our Kowhai 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: 75% of the 8 students, who are **Well Below**, are boys, whereas it is the reverse for the gender data in the **Below** the Standard category, where 75% of the 16 pupils, who are **Below**, are girls.

Goal 5: Of the 12 students, who are either **Below** or **Well Below** the Standard, 58% are ESOL classified.

BASELINE DATA:

Reading continues to be the core business in our Miramar Christian School.

At the close of 2016, 81% of our Students were either **At** or **Above** in Reading. Whilst not as high as the 2016 total, it is still pleasing to observe that 73%, of our 2017 cohort of Students, were either **At** or **Above** the Standard in Reading.

Analysis of the 2017 data shows that 77% of those students, who were either **Below** or **Well Below** are ESOL.

| Reading: | At or Above the NS | At the NS | Below the NS |
|-------------|--------------------|-----------|--------------|
| Mid 2014 | 71.6 % | 19.4 % | 9 % |
| End of 2014 | 75.5 % | 15.4 % | 9.2 % |

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|-------------|----------|--------|--------|
| 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 % |
| Mid 2017 | 74% | 9.5% | 16.5% |
| End 2017 | 73% | 10% | 17% |

| **Actions | *Outcomes | *Reasons for the Variance | *Evaluation |
|---|---|---|---|
| <p data-bbox="129 874 593 954">Actions to Achieve Targets</p> <p data-bbox="129 962 593 1090">Ensure assessment data of learners is accurate and up to date.</p> <ul data-bbox="129 1098 593 1358" style="list-style-type: none"> <li data-bbox="152 1106 571 1358">• Review Reading resources, which now exist within the school. Are these effective or are there any alternatives? | <p data-bbox="638 874 1021 1353">Year 1-2 It is pleasing to observe that no Year 1's are represented in the Well Below arena, with 40% being either: At or Above the Standard. Whilst there are three Year 2 pupils in the Well Below</p> | <p data-bbox="1052 874 1507 1353">Year 1-2 As with Writing, the 69% ESOL rating for these Year 1's and 2's would also 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</p> | <p data-bbox="1541 874 2186 1305">Year 1-2 A continuation of a constructive, directed and regular use of a Teachers' Aide will aid these Year One and Two students to consolidate essential rules and skills in their Reading. As with Writing, the appointment of an experienced teacher, in our Kowhai class for the first term, will provide this</p> |

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| <ul style="list-style-type: none"> Teaching practices to identify what is working and what needs to be adapted. | <p>category, it is gratifying to see that 62% performed At the Standard.</p> | <p>structured reading books regularly going home, has seen a number of these pupils moving from Well Below to Below.</p> | <p>2018 cohort of students with a sound platform to develop their Writing skills.</p> |
| <ul style="list-style-type: none"> Consolidate the MUSAC programmes used to track student achievement and next steps. | <p>Year 3-5 Again, the strengths of our Year 3-5 students is further endorsed, with 69% being At or Above the Reading standard.</p> | <p>Year 3-5 The daily structured programme, using ability groupings, has seen shifts and confirmation of strong Reading abilities in our Year 4 and 5 classes.</p> | <p>Year 3-5 It will important to target the Year 3, and the incoming Year 2 students to Totara, to ensure the tails represented in the Well Below category is lifted.</p> |
| <ul style="list-style-type: none"> To continue our Staff Team’s moderation of student Writing to ensure validity, reliability and consistency across the school. | <p>There is a ‘tail’ in our Year 3’s, with 60% being in the Well Below category. It is, however, pleasing to see one Year 3 pupil in the At and Above the Standard.</p> | <p>As with Writing, the high percentage [53%] of ESOL students is again a factor.</p> | <p>The Year</p> |
| <ul style="list-style-type: none"> Student progress to be discussed regularly at weekly Staff meetings. | <p>Year 6-8 It is most gratifying to observe that 100% of the Year 6 students are Above the</p> | <p>Year 6-8 In Reading, as with the Writing results, the skills and planning of our Kauri teacher has again built</p> | <p>Year 6-8 The challenge will be to maintain these results for our Year 6-8 students in 2018.</p> |
| <ul style="list-style-type: none"> a. Professional Development, with reporting back by attendees. | | | |

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| <ul style="list-style-type: none"> Professional Development sought for dealing with the needs of ESOL students | <p>National Standard in Reading, by the close of 2017. It is also pleasing to see that 88% and 100% of the Year 7 and Year 8 students are either At or Above the National Standard in Reading, respectively. Again, this augurs well as our five Year 8 students proceed to their Secondary years.</p> | <p>upon the good work that has happened as these students have progressed through our School.</p> | <p>All of our Year 8 students being either At or Above the National Standard in Reading has them well prepared for their transition to High School.</p> |
| <ul style="list-style-type: none"> Continue to provide specific feedback, support and coaching for classroom teachers. | | | |
| <ul style="list-style-type: none"> Additional support for students beyond the classroom programme who are identified as 'well below' | | | |
| <ul style="list-style-type: none"> Review and analyse the data. | | | |
| <ul style="list-style-type: none"> Analysis of end of year data to report progress and planning for the following year. | | | |
| <p>Planning for next Year:</p> | | | |

The continuation of a constructive, directed and regular use of a Teachers' Aide will aid these Year One and Two students to consolidate essential rules and skills in their Reading. Our targets will be in our Year 2 and 3 classes, to raise the achievement of the 'tails' in both of these classes. We will also continue to target the ESOL students, with regular monitoring of their progress. The maintenance and enrichment, of the strengths in both Kauri and Totara, will also be a priority.

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

Strategic Goal 9: To implement a curriculum focus for 2018; apply for and utilize a Professional Learning Development programme, which would be supported and lead by a trained facilitator.

Goal 4: In the data for Mathematics', the distribution of pupils, who are **Below** or **Well Below** the Standard is even: 50% of both boys and girls are either **Below** or **Well Below** the Standard.

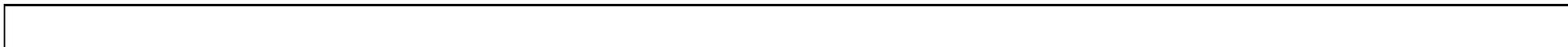
Goal 5: 58% of the students, who are ESOL, are either **Below** or **Well Below** the Standard,

Goal 9: Based on the end of the year results in 2016, our aim was to maintain the very good **At** or **Above** the Standard results from 2016.

BASELINE DATA:

In 2017, the comparable shifts from the Mid Year to the End of Year results was higher than the previous year. We would attribute the improvement in this shift to our PLD programme for Mathematics. It is most satisfying to observe that 100 % of our Year 8 leavers are **At** or **Above** the National Standard as they conclude their time at MCS.. There are also Mathematical strengths endorsed in Years 3, 4, 5, 6 and 7. There is only three in the **Well Below** at the end of 2017

| Mathematics: | At or Above the 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 % |
| Mid 2017 | 62% | 26% | 12% |
| End 2017 | 73% | 21% | 6% |



| Actions | Outcomes | Reasons for the Variance | Evaluation | | | | |
|---|----------------------------|--|---|---|---|---|--|
| <table border="1"><thead><tr><th data-bbox="136 762 696 826">Actions to Achieve Targets</th></tr></thead><tbody><tr><td data-bbox="136 826 696 967">• Ensure assessment data of learners is accurate and up to date.</td></tr><tr><td data-bbox="136 967 696 1193">• Continue to identify and record consistent school approaches that promote and support numeracy development.</td></tr><tr><td data-bbox="136 1193 696 1377">• Teaching practices reviewed to identify what is working and what needs to be adapted.</td></tr></tbody></table> | Actions to Achieve Targets | • Ensure assessment data of learners is accurate and up to date. | • Continue to identify and record consistent school approaches that promote and support numeracy development. | • Teaching practices reviewed to identify what is working and what needs to be adapted. | <p>Year 1-2</p> <p>It is most pleasing to observe that 61% of our Year 1 and 2 students are At the Standard, by the close of 2017.</p> <p>By the end of 2016, 60% of our Year 2's were Well Below. These, now Year 3's see 40% Well Below, with 40%</p> | <p>Year 1-2</p> <p>The benefits of the: more constructive planning, PLD regular training and introduction of rich tasks, has assured thus class of these improved results.</p> | <p>Year 1-2</p> <p>Our planning and focus will need to be maintained to ensure that these improved results are both sustained and built upon.</p> |
| Actions to Achieve Targets | | | | | | | |
| • Ensure assessment data of learners is accurate and up to date. | | | | | | | |
| • Continue to identify and record consistent school approaches that promote and support numeracy development. | | | | | | | |
| • Teaching practices reviewed to identify what is working and what needs to be adapted. | | | | | | | |

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| <ul style="list-style-type: none"> • Continue initiatives/interventions to support learners who are underachieving. | <p>performing Above the Standard.</p> | <p>Year 3-5</p> | <p>Year 3-5</p> |
| <ul style="list-style-type: none"> • Staff meetings to reflect on difficulties and problems, specific areas of numeracy, common computational and arithmetic errors, common ESOL difficulties, celebration of student achievement. | <p>Year 3-5: The 82 % of our Year 4 and Year 5 students, who are either At or Above the standard, is a most welcomed result.</p> | <p>The use of the: more constructive planning, PLD regular training and introduction of rich tasks, have also been factors in the</p> | <p>I have every assurance that the planning and focus in our Totara class will both maintain and build upon the fine results from 2017.</p> |
| <ul style="list-style-type: none"> • Continue iPads resources for Mathletics etc | <p>The concern is the 60% of the Year 3's, who are Below or Well Below the Standard.</p> | <p>maintenance and enhancing of the Totara results.</p> | <p>.</p> |
| <ul style="list-style-type: none"> • Professional Learning Development: successful funding to be utilized with a trained facilitator leading. | <p>Year 6-8 The 87 % of the students, who are represented in our Year 6, Year 7 and Year 8</p> | <p>Year 6-8 The experience of this teacher, especially in the pedagogical delivery of</p> | <p>Year 6-8 All of our Year 8 students are either At or Above the National Standard in Mathematics, which sees them well prepared for their transition to High School.</p> |
| <ul style="list-style-type: none"> • Mathematics' meetings attended by DP with reporting back to staff with ideas, suggestions and activities. | <p>classes in the At or Above the Standard, are results to be proud of.</p> | <p>Mathematics, is one factor. As with Kowhai and Kauri, the use of</p> | <p>As with Kowhai and Totara the challenge will be to maintain and build upon these much improved results in Mathematics.</p> |
| <ul style="list-style-type: none"> • Specific feedback, support and coaching for classroom teachers after observations. | | <p>the: more constructive planning, PLD regular training and introduction of rich</p> | |

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| <ul style="list-style-type: none">Analyse end of year data to inform BOT and parents. | | tasks, have also been factors in the maintenance and enhancing of the Totara | |
| Planning for next Year: The challenge will be to maintain and build upon these much improved results in Mathematics. | | | |