

# Analysis of Variance Reporting



|                       |   |                       |      |
|-----------------------|---|-----------------------|------|
| <b>School Name:</b>   | Aberdeen School   | <b>School Number:</b> | 1680 |
| <b>Strategic Aim:</b> | All students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the child's appropriate Curriculum Level in Reading, Writing and Mathematics.  |                       |      |
| <b>Annual Aim:</b>    | To raise student achievement across the school by at least 5%, in line with our Community of Learning's achievement goal  |                       |      |
| <b>Target:</b>        | To increase the achievement level of students working Below expected Curriculum Level, in Years 2, 5 & 6.   |                       |      |
| <b>Baseline Data:</b> | <p><b>Summary of Achievement 2018</b></p> <p><b>Whole School: 63% At or Above Expected Curriculum Level</b></p> <p><b>All Māori: 61% At or Above Expected Curriculum Level</b></p> <ul style="list-style-type: none"> <li>• There are lower achievement rates of students at the end of Year 1 and Year 2, particularly Māori students in Year 2. It is intended that by targeting the needs of all students identified as 'below', a shift in the percentage of students achieving 'At' the expected Curriculum level by the end of 2019 will occur.</li> <li>• In light of the Writing Achievement data for 2018 the focus for 2019 was to continue to lift achievement levels for students not achieving at expected Curriculum level, with particular focus on Years 2, 5 &amp; 6.</li> </ul> |                       |      |

**All Students****Māori Students**

| <b>Benchmark Level</b> | <b>% At/Above Expected Curriculum Level</b> | <b>Benchmark Level</b> | <b>% At/Above Expected Curriculum Level</b> |
|------------------------|---|------------------------|---|
|                        | <b>2018</b>                                 |                        | <b>2018</b>                                 |
| End of Year 1          | 57%   | End of Year 1          | 47%   |
| End of Year 2          | 61%   | End of Year 2          | 51%   |
| End of Year 3          | 69%   | End of Year 3          | 78%   |
| End of Year 4          | 63%   | End of Year 4          | 56%   |
| End of Year 5          | 65%   | End of Year 5          | 61%   |
| End of Year 6          | 79%   | End of Year 6          | 78%   |

**Pasifika students: 54% At or Above (small cohort 24/683)**

| <b>Actions</b><br><i>What did we do?</i>  | <b>Outcomes</b><br><i>What happened?</i>  | <b>Reasons for the variance</b><br><i>Why did it happen?</i> | <b>Evaluation</b><br><i>Where to next?</i> |        |     |        |     |        |     |        |     |        |     |        |     |      |            |        |     |        |     |        |     |        |     |        |     |        |     |  |  |
|---|---|--|--|--------|-----|--------|-----|--------|-----|--------|-----|--------|-----|--------|-----|------|------------|--------|-----|--------|-----|--------|-----|--------|-----|--------|-----|--------|-----|--|--|
| <p>A whole staff professional learning session was held in Term 1 to demonstrate how Formative Assessment can be integrated in the classroom Literacy programme - with ideas that promote effective Literacy pedagogy.</p> <p>At the beginning of the year data was analysed and children working Below the expected curriculum level were identified and set as a Priority Group in etap, to allow ease of monitoring and tracking.</p> <p>Each classroom teacher identified a group of students in their class, with a focus on Māori and Pasifika students, whose progress they intended to accelerate. Target students were tracked closely.</p> <p>Writing Action Plans were introduced for Literacy Curriculum Leaders, Team Leaders and teachers of Years 1, 2, 5 and 6, in the Action Plans targets were set at a team and classroom level.</p> | <div style="text-align: center;"> <p>Not achieved </p> <p>On track </p> <p>Already AT </p> </div> <div style="text-align: center;"> <p><b>Students Achievement Against Expected Curriculum Level in Writing End of Year 2019</b></p> <table border="1"> <caption>Students Achievement Against Expected Curriculum Level in Writing End of Year 2019</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>65%</td> </tr> <tr> <td>Year 2</td> <td>63%</td> </tr> <tr> <td>Year 3</td> <td>55%</td> </tr> <tr> <td>Year 4</td> <td>68%</td> </tr> <tr> <td>Year 5</td> <td>68%</td> </tr> <tr> <td>Year 6</td> <td>73%</td> </tr> </tbody> </table> </div> <div style="text-align: center;"> <p><b>Māori Students Achievement Against Expected Curriculum Level in Writing End of Year 2019</b></p> <table border="1"> <caption>Māori Students Achievement Against Expected Curriculum Level in Writing End of Year 2019</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>63%</td> </tr> <tr> <td>Year 2</td> <td>65%</td> </tr> <tr> <td>Year 3</td> <td>41%</td> </tr> <tr> <td>Year 4</td> <td>48%</td> </tr> <tr> <td>Year 5</td> <td>55%</td> </tr> <tr> <td>Year 6</td> <td>66%</td> </tr> </tbody> </table> </div> | Year   | Percentage                                 | Year 1 | 65% | Year 2 | 63% | Year 3 | 55% | Year 4 | 68% | Year 5 | 68% | Year 6 | 73% | Year | Percentage | Year 1 | 63% | Year 2 | 65% | Year 3 | 41% | Year 4 | 48% | Year 5 | 55% | Year 6 | 66% | <p>Improvements occurred as a result of:</p> <p>Formative Assessment practices and across school Writing Moderation workshops helped informed class teachers of student's needs and next learning steps.</p> <p>Ways to accelerate progress in classes were shared in team meetings across the school.</p> <p>Target groups were monitored and regularly reported on at team level and to Whānau.</p> <p>The Accelerated Writing Programme, which targeted students in Year 2 &amp; Year 5 was highly effective in accelerating the learning of students who were identified as 'Below' or 'Well Below' the Expected Curriculum Level.</p> <p>Specialist Literacy teachers upskilled Year 2 and Year 5 teachers around how to use e-</p> | <p>For the Literacy Leader to develop and implement a Writing Plan, that states planned actions, to support the targets for 2020.</p> <p>Formative Assessment practices will be developed and trialled.</p> <p>Literacy PLD will be facilitated by Literacy Leader around Formative Assessment Practices.</p> <p>Continue to offer the successful intervention programmes with skilled Literacy teachers.</p> <p>Launch of PB4L to our whānau and the wider community</p> <p>Continue to explore how to engage whānau and the wider community to support our learners.</p> |
| Year  | Percentage  |  |  |        |     |        |     |        |     |        |     |        |     |        |     |      |            |        |     |        |     |        |     |        |     |        |     |        |     |  |  |
| Year 1  | 65%   |  |  |        |     |        |     |        |     |        |     |        |     |        |     |      |            |        |     |        |     |        |     |        |     |        |     |        |     |  |  |
| Year 2  | 63%   |  |  |        |     |        |     |        |     |        |     |        |     |        |     |      |            |        |     |        |     |        |     |        |     |        |     |        |     |  |  |
| Year 3  | 55%   |  |  |        |     |        |     |        |     |        |     |        |     |        |     |      |            |        |     |        |     |        |     |        |     |        |     |        |     |  |  |
| Year 4  | 68%   |  |  |        |     |        |     |        |     |        |     |        |     |        |     |      |            |        |     |        |     |        |     |        |     |        |     |        |     |  |  |
| Year 5  | 68%   |  |  |        |     |        |     |        |     |        |     |        |     |        |     |      |            |        |     |        |     |        |     |        |     |        |     |        |     |  |  |
| Year 6  | 73%   |  |  |        |     |        |     |        |     |        |     |        |     |        |     |      |            |        |     |        |     |        |     |        |     |        |     |        |     |  |  |
| Year  | Percentage  |  |  |        |     |        |     |        |     |        |     |        |     |        |     |      |            |        |     |        |     |        |     |        |     |        |     |        |     |  |  |
| Year 1  | 63%   |  |  |        |     |        |     |        |     |        |     |        |     |        |     |      |            |        |     |        |     |        |     |        |     |        |     |        |     |  |  |
| Year 2  | 65%   |  |  |        |     |        |     |        |     |        |     |        |     |        |     |      |            |        |     |        |     |        |     |        |     |        |     |        |     |  |  |
| Year 3  | 41%   |  |  |        |     |        |     |        |     |        |     |        |     |        |     |      |            |        |     |        |     |        |     |        |     |        |     |        |     |  |  |
| Year 4  | 48%   |  |  |        |     |        |     |        |     |        |     |        |     |        |     |      |            |        |     |        |     |        |     |        |     |        |     |        |     |  |  |
| Year 5  | 55%   |  |  |        |     |        |     |        |     |        |     |        |     |        |     |      |            |        |     |        |     |        |     |        |     |        |     |        |     |  |  |
| Year 6  | 66%   |  |  |        |     |        |     |        |     |        |     |        |     |        |     |      |            |        |     |        |     |        |     |        |     |        |     |        |     |  |  |

In Years 2 & 5 students were identified, screened and selected for the Accelerated Writing Groups (AWG), in consultation with their class teachers and SENCO.

Specialist Literacy teachers worked alongside and supported teachers, whose students they had on their programmes, with their Writing programme.

12 Year 5 Māori and Pasifika students working Below Expected Level participated in the SAW Programme - Senior Accelerated Writing Programme.

18 Year 2 students working Below Expected Level participated in the JAW Programme - Junior Accelerated Writing Programme.

Regular review of progress and possible change of intervention (Teacher aide groups, 1:1 support, accelerated writing groups)

Reading Recovery as specific intervention – 4 students on this programme at any time.

Whānau were kept up to date with the progress of their children.

### Data Analysis on Writing targets:

To increase the achievement level of students working Well Below / Below Expected Curriculum, in **Years 2, 5 & 6**.

|               | No. Students Well Below / Below Curriculum Level Term 4 2018 (Priority Students) |       |      | No. Students Well Below / Below Curriculum Level Term 4 2019 (Priority Students) |       | % of Priority Students Accelerated (more than 1 yrs. progress in a year) |
|---------------|--|-------|------|--|-------|--|
|               | Well Below   | Below |      | Well Below   | Below |  |
| Yr 1          | 0  | 43    | Yr 2 | 8  | 17    | 42% (18)   |
| Yr 2          | 7  | 35    | Yr 3 | 11   | 22    | 21% (9)  |
| Yr 3          | 4  | 25    | Yr 4 | 4  | 16    | 34% (10)   |
| Yr 4          | 10   | 27    | Yr 5 | 7  | 18    | 43% (16)   |
| Yr 5          | 9  | 23    | Yr 6 | 7  | 19    | 34% (11)   |
| <b>Totals</b> | 30   | 153   |      | 37   | 92    | 35% (64)   |

As the table above shows 64 Priority Students made accelerated gains in Writing, a total of 35% across the school.

### Broken down further:

33% of students achieving at 'Well Below' made accelerated progress, 10/30 students.

35% of students achieving at 'Below' made accelerated progress, 54/153 students.

asTTle rubric, how to use this information to inform next steps for students learning and teachers planning. They supported their writing programme by modelling for them, guiding with planning and through discussion.

Parents were clearly informed on progress, particularly in the first two years of school and next steps identified

Children were identified soon after starting school, as to having gaps in their literacy learning (during SEA) and these needs were addressed in Teacher Aid groups.

Whānau workshops will be held throughout the year to share ways on how parents can engage with their children's Literacy Learning at home.

Home learning expectations communicated and monitored.

Workshop was held for Years 2, 4 and 5 teachers, led by teachers from these teams that had attended a course run by Neil McKay, one of the world's leading thinkers on Dyslexia.

Two Writing Moderation Workshops across Junior and Senior Teaching Teams. Writing Moderation within Teaching Teams using e-asTTle Writing Exemplars.

#### Planning for next year:

- Develop School Wide Formative Assessment Practices, in Writing and Reading, to enhance teaching and learning for students.
- Writing & Reading Learning Progressions introduced and trialled
- Improve whole school moderation around Teacher Judgements for Writing, within teams and across teams.
- Self-Review of Phonics Programme and Spelling Programmes across the school.