

## Analysis of Variance

School name and number: **Waerenga-O-Kuri School 2712**

**Focus: Literacy**

### **Strategic Goal 1:**

Provide programmes that support all students to excel in their learning and through effective implementation of the NZ Curriculum raise achievement in Literacy measured against New Zealand Curriculum Expectations.

### **Annual Aim:**

1b) To increase the number of students achieving “at or above” the Curriculum Expectations for Reading.

### **Baseline data:**

#### **Overall School-Wide Analysis of Reading Data**

Year 1 – 8 Students Reading Data (OTJ’S Against New Zealand Curriculum Expectations [CE]) November 2019

- 0 out of 44 (0%) achieved “well below” CE.
- 12 out of 44 (27%) achieved “below” CE.
- 13 out of 44 (29%) achieved “at” CE.
- 19 out of 44 (44%) achieved “above” CE.

**Targets:**

The cohort of five (Year 2 & Year 3) at risk readers will make accelerated progress in working towards their 2020 expected Curriculum Level.

<b>Actions (what did we do?)</b>	<b>Outcomes (what happened?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>
<p>1. Review and analyse assessment data with staff and determine the particular learning needs of the targeted cohort. Assessment will include student motivation, interests and self-efficacy.</p> <p>2. Implement monthly staff meetings to discuss students' progress and next learning steps</p> <p>3. Co-construct individual learning goals with students, include regular reviews and celebrate success</p> <p>4. Plan programmes around contexts that have relevance and hold importance to the student group</p> <p>5. Purchase and utilise effective resources and e-learning tools considering advice from relevant experts.</p> <p>6. Provide support to fully engage our parents and whanau in home learning opportunities.</p> <p>7. Provide enrichment classes and/or teacher aide support to further enable</p>	<p>The combination of extra teacher/ teacher aide support, parental support, individualised resourcing (iPad apps, small group mini lessons), differentiated teaching and close monitoring of this cohort produced the following results.</p> <p><u>At Risk Students Reading Results</u></p> <p>Years 2-3</p> <p>0 out of 5 (0%) achieved expected progress</p> <p>2 out of 5 (40%) achieved accelerated progress</p> <p>1 out of 5 (20%) achieved "well below" CE</p> <p>2 out of 5 (40%) achieved "below" CE.</p> <p>2 out of 5 (40%) achieved "at" CE.</p> <p>0 out of 5 (0%) achieved "above" CE.</p>	<p><b>Reasons for the variance (why did it happen?)</b></p> <p>These results do not accurately present the progress made by this cohort of students over the 2020 year. When compiling the end of year 2019 OTJs for these students it became apparent that this cohort was at risk of not achieving Reading Curriculum Expectations in 2020. Many of the 5 students have increased in confidence, reading capability, self-efficacy as readers, and overall reading proficiency at their level. A lot of these students have had ongoing support since entering school to build literacy knowledge in all aspects of this learning area and will continue to require this.</p> <p>All three students "below expectation" are tier 3 learners and on the SENCO register. All have received specialist support over their years at school.</p>	<p><u>At Risk Readers</u></p> <ul style="list-style-type: none"> <li>· Continue to utilise the CaAP school wide to provide pathways for tier 1, 2 and 3 learners, and promotion of consistency in the school.</li> <li>· The goal will be for the small cohort (five learners) of at risk boy and girl readers to demonstrate accelerated progress in working towards their 2020 Curriculum Expectation.</li> <li>· Past patterns of progress will ascertain exactly what accelerated progress will be for each individual at risk learner.</li> <li>· In collaboration with the students and families, the teachers will establish effective approaches and strategies for individual students.</li> <li>· The teachers will continue to utilise evidence based pedagogical practices.</li> <li>· Maintain and build on the momentum</li> </ul>

<p>accelerated learning.</p> <p>8. Put in place processes for teachers to reflect on and improve teaching programmes ensuring evidence based practices.</p> <p>9. Provide professional readings and discussion forums to support and guide teachers professional practice.</p> <p>10. Follow moderation processes and implement school-wide assessment maps so that there is consistency throughout the school.</p> <p>11. Analyse year-end data to inform planning for the following year.</p>	<p><u>Whole School Reading Results 2020</u></p> <p>Years 1 – 8</p> <p>1 out of 38 (3%) achieved “well below” CE</p> <p>11 out of 38 (29%) achieved “below” CE.</p> <p>14 out of 38 (37%) achieved “at” CE.</p> <p>12 out of 38 (31%) achieved “above” CE.</p> <p><b>Overall:</b></p> <p>2019: 73% of all students are at or above expected end of year CE.</p>	<p><u>Overall Student Reading</u></p> <p>Extra support was given to the ‘at risk group’ through targeted Teacher Aide time, individualised classroom programmes and teacher practice. Experts were consulted and specialised assessments used to inform differentiated learning programmes.</p> <p>Professional development and specialised teaching and interventions has supported progress for those students who did not achieve their 2019 CE.</p> <p>Using mentor texts, digital technologies, collaborative learning approaches, goal setting and relevant contexts has positively affected reading attitudes and motivation. Individualised feedback / feedforward and increased teacher knowledge about effective reading pedagogy, has enabled the students to develop greater understanding of the writing process and improved metacognitive practices.</p>	<p>with what has already been achieved for the cohort of at risk students.</p> <ul style="list-style-type: none"> <li>· There will be a transfer of successful strategies and pedagogies across the curriculum and within the classroom.</li> <li>· Continuation of staff collaboration and use of evidence to support practice.</li> <li>· Continued focus on ways of ensuring reading is authentic and has real purpose for the students to fully engage, motivate and develop reading skills for this group of learners.</li> <li>· Develop student agency by scaffolding student self-monitoring and assessment of progress, along with greater choice in reading texts of interest and purpose.</li> <li>· Consolidation and extension of new learning through monitoring and strategic scaffolds will continue for the group until success at Expected Level is normalised.</li> </ul>
<p><b>Planning for next year:</b></p> <p>To monitor progress of the small cohort of at risk boy and girl readers to facilitate accelerated progress in working towards their Reading 2021 New Zealand Curriculum Expectations.</p>			

## Analysis of Variance

School name and number: **Waerenga-O-Kuri School 2712**

**Focus: Literacy**

### **Strategic Goals 1 and 2:**

Provide programmes that support all students to excel in their learning and through effective implementation of the NZ Curriculum raise achievement in Mathematics and Literacy as measured against New Zealand Curriculum Expectations.

Maori students are engaged in their learning and are achieving educational success, with pride in their unique identity, language and culture as Maori. Whānau are engaged in supporting their children's learning

### **Annual Aim:**

2a) Develop programmes of learning that recognise the identity, needs and aspirations of Maori students and their whanau.

### **Target:**

Four of our Māori students at risk of not achieving their next expected curriculum level will demonstrate accelerated progress in Reading in 2020.

### **Baseline data:**

**Overall Maori Students Analysis of Reading Data**

Year 1 – 8 Data (OTJ’S Against Curriculum Expectations) November 2019

5 out of 11 (45%) achieved “at or above” CE” .in Reading.

6 out of 11 (55%) achieved “below” CE” .in Reading.

**Target:**

Four of our Māori students at risk of not achieving their next expected curriculum level will demonstrate accelerated progress in Reading in 2020.

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>1. Review and analyse assessment data with staff and determine the particular learning needs of students.</p> <p>2. Implement monthly staff meetings to discuss student’s progress and next learning steps.</p> <p>3. Plan a specific programme to meet the learning needs of the students at risk of not achieving the 2020 target and co-construct individual learning goals incorporating regular reflection and review.</p> <p>4. Work with parents, families and whanau around ways to support students’ learning.</p> <p>5. Provide enrichment classes and/or teacher aide support to further support accelerated learning.</p>	<p>Through the combination of extra teacher/ teacher aide support, parental support,, individualised resourcing (iPad apps, small group mini lessons) and close monitoring of these cohorts, progress has occurred.</p> <p><u>Maori Students Reading Results 2020</u></p> <p>Years 1 – 8</p> <p>4 out of 10 (40%) students were at risk of not achieving their 2020 Curriculum Expectation.</p> <p>0 out of 4 (0%) achieved expected progress</p> <p>1 out of 4 (25%) achieved accelerated progress</p> <p>3 out of 4 (75%) achieved “below” CE.</p>	<p><u>Maori Reading Achievement</u></p> <p>This group has shown further improvement in their attitude and motivation towards Reading as evidenced by an attitudes and motivation survey.</p> <p>Oral language, comprehension and grammar/ syntactical knowledge continues to require extra support for these readers to work at expected CE. Vocabulary enrichment is vital to future progress.</p> <p>Two of the students working “below” CE. Are only 2 increment below expected level and did make progress this year. Both of these students are on the SENCO and Special Education Registers.</p> <p>Extra support was given to the ‘at risk group’ through targeted Teacher Aide time, individualised classroom programmes and</p>	<p>The goal will be for the small cohort of Maori readers to demonstrate expected or accelerated progress in working towards their 2021 CE.</p> <ul style="list-style-type: none"> <li>· All strategies listed above will be employed for this group of students.</li> <li>· Collaboration with whanau and outside experts will continue in strengthening positive learning partnerships focussed on normalising success for Maori learners.</li> </ul>

<p>6. Purchase and utilise effective resources and e-learning tools considering advice from relevant experts.</p> <p>7. Put in place processes for teachers to reflect on and improve teaching programmes ensuring evidence based practices.</p> <p>8. Provide professional readings and discussion planned to support and guide teachers professional practice.</p> <p>9. Follow moderation processes and school-wide assessment maps so that there is consistency throughout the school.</p> <p>10. Analyse year-end data to inform planning for the following year.</p>	<p>0 out of 4(0%) achieved “at” CE</p> <p>0 out of 4(0%) achieved “above” CE</p> <p><b><u>End of Year Overall Maori Reading Achievement 2020</u></b></p> <p>2 out of 10 (20%) achieved “above” CE. in Reading.</p> <p>2 out of 10 (20%) achieved “at” CE. in Reading.</p> <p>5 out of 10 (50%) achieved “below” CE. in Reading</p> <p>1 out of 10 (10%) achieved “well below” CE. in Reading</p>	<p>teacher practice. Experts were consulted and specialised assessments used to inform differentiated learning programmes.</p> <p>Using high interest texts, digital technologies, collaborative learning approaches and goal setting has positively affected reading attitudes and motivation. Individualised feedback / feedforward and increased teacher knowledge about effective reading pedagogy, has enabled the students to develop greater understanding of the reading and comprehension process and improved metacognitive practices.</p> <p>With specialised support programmes that were planned specifically to consider resourcing, evidence based teaching practices, authentic and relevant contexts, and a focus on student motivation and self-efficacy.</p>	
--	--	---	--

		<p><u>Maori Reading Achievement</u></p> <p>Two students have progressed from reading “below” expectation to “at” C.S.</p> <p>Although strategies were employed to engage wider whanau participation, reading mileage and opportunities to enjoy a wide range of text is mostly limited to the classroom programme for the majority of this group.</p> <p>The children continue to need support to build wider understanding of vocabulary, and to utilise strategies when analysing and clarifying understanding of texts.</p> <p>Students are decoding at a higher text level</p> <p>Dispositional and motivational factors have continued to contribute to the reading outcomes. The students remain motivated to read, and this is evident in the excitement of the students to share their books they are reading. The students have further extended their ability to sit and read a book for longer periods of time.</p> <p>Successful progress is becoming normalised with 3 of this group of students.</p>	<p><u>Maori Reading Achievement</u></p> <p>A wrap around strategy will continue to be employed to progress all aspects required for reading development. Programmes will be planned specifically to consider resourcing, evidence based teaching practices, authentic and relevant contexts, and a continued focus on student motivation and self-efficacy.</p> <p>All families will be encouraged to enjoy and share powerful texts. Teachers will include mentor texts and unpack the messages and meanings while providing examples of how to interpret and understand a variety of text types for a range of purposes.</p> <p>The school will support learners, and their families, to achieve high levels of reading mileage. Parent/ caregiver education will focus on home reading and comprehension strategies.</p> <p>Strategies will continue to be implemented to build more student ownership and responsibility in the learning process.</p>
--	--	--	---

			<p>The students that didn't make expected accelerated progress will be closely monitored and supported in 2021.</p> <p>Specific testing and programmes will be used to ensure prerequisite reading knowledge is in place for all year 1 – 3 students and any struggling year 4 – 8 readers.</p> <p>PD for teacher aide and teachers on improving academic outcomes for students with dyslexic tendencies and those requiring vocabulary enrichment will continue to occur in 2020 and strategies will be consolidated and extended in our programmes.</p>
<p><b>Planning for next year:</b></p> <p>All Maori students at risk of not achieving their Reading Curriculum Expectation in 2021 will demonstrate accelerated progress in 2021.</p>			