

# Analysis of Variance Reporting



<b>School Name:</b>	Glenfield Primary	<b>School Number:</b>	1296
<b>Strategic Aim:</b>	All children are able to access The New Zealand Curriculum and to be achieving at or above the expected level.		
<b>Annual Aim:</b>	To increase the number of students achieving at or above the expected level for writing.		
<b>Target:</b>	<p>Students After Year 2 who are below the National Standard will make accelerated progress.</p> <p>Students After Year 3 who are below the National Standard will make accelerated progress.</p> <p>Boys who are below the National Standard will make accelerated progress.</p> <p>All Maori and Pasifika students who are below the National Standard will make accelerated progress.</p> <p>All MELAA students who are below the National Standard will make accelerated progress.</p> <p>All NZ European students who are below the National Standard will make accelerated progress.</p> <p>All students who were well below the National Standard will make progress in relation to the writing standard and will meet their IEP goal by the end of 2018.</p>		
<b>Baseline Data:</b>	<p><b>Baseline Data:</b> Our baseline data identified some concerns in the following areas:</p> <ul style="list-style-type: none"> <li>51.6% of Maori students were achieving below the National Standard.</li> <li>18.2% of Pasifika students were achieving below the National Standard.</li> <li>44.8% of MELAA students were achieving below the National Standard.</li> <li>35% of NZ European students were achieving below the National Standard.</li> <li>31.7% of boys were achieving below the National Standard.</li> <li>50% of students After 1 Year were achieving below the National Standard.</li> <li>46.2% of students After 2 Years were achieving below the National Standard.</li> </ul>		

<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>
<ol style="list-style-type: none"> <li>1. All students who were identified as below at the end of 2017 were classified as target students. Leaders took responsibility for visiting these children in their classrooms to look at their progress in relation to the progressions.</li> <li>2. Effective assessment practice (progressions) was used to analyse data in order to identify individual student needs and inform teaching practice.</li> <li>3. Differentiated professional learning development in making OTJ's was provided to new teachers.</li> <li>4. CAAP was used to give teachers clear guidelines on expected outcomes for students, school's annual plan goals, student progress from one year to the next in response to the NZ Curriculum levels, national signposts associated with progress, monitoring and assessment and student behaviours that would trigger tier support.</li> <li>5. A Raising Achievement Plan was written and regularly reviewed to ensure that goals were being met.</li> </ol>	<p>69% of boys who were below the National Standard at the end of 2017 made accelerated progress.</p> <p>70% of Maori students made accelerated progress.</p> <p>80% of Pasifika students made accelerated progress.</p> <p>80% of MELAA students made accelerated progress.</p> <p>44% of NZ European students made accelerated progress.</p> <p>58% of students after 2 years at school made accelerated progress..</p> <p>64% of students after 3 years at school made accelerated progress.</p> <p>Priority Students: (Well below)</p> <p>26% of students met their IEP goals, 53% partially met their goals and 21% didn't meet their goals.</p>	<p>The introduction of the writing progressions has provided teachers with clarity around achievement levels. Teachers have become more rigorous and there is an expectation that most indicators are met before the child can move to the next stage.</p> <p>The accelerated progress of boys has been contributed to teachers 'knowing their learners', and using interests to plan writing, and significant increase in student agency at a senior level.</p> <p>We employed 4 new teachers during 2018 who needed a lot of induction into use of the progressions and using ESOL strategies.</p> <p>Progress of NZ European target students was disappointing. Most of the students who didn't make accelerated progress had significant behaviour and emotional issues and had numerous interventions</p> <p>All Pasifika students are ESOL.</p> <p>One teacher provided a small after school workshop for her target students. This assisted in the acceleration in progress of these children.</p> <p>Parents of target students were contacted on a regular basis, either in person or via class dojo, which</p>	<p>Home school partnerships will continue to be strengthened. Identity, language and culture will be recognised, affirmed and valued in the learning (Tapasa, Tataiako).</p> <p>Child speak progressions will continue to be used by students to target specific learning needs, to measure progress and to develop student agency. Teachers and students will identify next learning steps, set goals and monitor rates of progress.</p> <p>Senior leaders will continue to visit target and priority students and have fortnightly meetings specifically to monitor their progress during 2019. Meetings will be held with each teacher on a regular basis to discuss student progress. Senior Leaders will take direct responsibility for monitoring a select group of students.</p> <p>Differentiated PLD will be provided to teachers on acceleration and what this looks like for each target student.</p> <p>Teachers will use the characteristics of a Visible Learner and Mindframes and set goals for practice improvement. A spiral of inquiry will be used to record progress against these goals as well as student progress and achievement.</p>

<p>6. As part of their appraisal teachers conducted a spiral of inquiry into their practice and its relationship to student progress. Professional learning groups were flexible and established to analyse data, effective teaching and to share good practice.</p> <p>7. Rigorous moderation of writing took place.</p> <p>8. End of year data was analysed to inform planning.</p> <p>9. IEP's were written for all priority students and LAP's were written for identified ESOL students and progress against goals was monitored. All stakeholders were involved in this process. Differentiated learning programmes were developed to meet specific needs.</p> <p>10. Home school partnerships were substantially strengthened.</p> <p>11. Referrals were made to outside agencies as required.</p>		<p>enabled them to become more involved in the child's learning.</p> <p>Parents were involved in the writing and reviewing of IEP's, whenever possible.</p> <p>Gap analysis is done for all target students.</p>	<p>There will be regular contact between school and home and parents will be engaged in their children's learning.</p> <p>Senior leaders will be actively involved in classrooms to model, provide support and monitor programmes. Coaching conversations will take place as a result of these visits.</p> <p>There will be a rigorous moderation process. There will be critical analysis of data and rigorous tracking of target students.</p> <p>Gap analysis will be completed by teachers using the progressions and CAAP to provide long term planning.</p> <p>Teacher strengths will be recognised and utilised. CRT will be used to model, coach and observe teacher practice.</p> <p>There will be a focus on student agency and students will develop the skills to take responsibility for their learning and rates of progress.</p>
---	--	--	---

**Planning for next year:**

- Students will use progressions to inform next learning / goal setting. Student agency will continue to be developed.
- There will be clarity and understanding of the links between reading and writing.

- Targets are collaboratively set, understood and monitored for all students who are below. Priority groups will be formed for Maori, Pasifika, ESOL and GPS priority students.
- Data will be tracked and progress and achievement frequently and regularly monitored, analysed, disaggregated and discussed as part of 'how effective is my teaching', and also used to inform teaching and learning through gap analysis.
- Teachers will use data and evidence to inform planning for learning.
- Teachers will continue to develop their assessment literacy.
- LI's and SC will be collaboratively developed.
- Teachers will plan rich tasks and provide evidence of student progress and achievement.
- Teachers will demonstrate a high awareness of diverse students' cultures, needs and interests. Tasks will reflect knowledge of their learners.
- Teachers will be proficient in the use of ELLP's, SELLIPS and ELIP to assess ESOL students.
- There will be ongoing cycles of inquiry to build adaptive expertise - teachers will further develop PCK to engage and accelerate special needs of students.
- Teachers will be involved in professional learning discussions.
- Ka Hikitia will be implemented and Maori perspective included in learning.
- Student and community voice will be collected and considered when making decisions.