

Analysis of Variance Reporting



School Name:	Glenfield Primary	School Number:	1296
Strategic Aim:	All children are able to access The New Zealand Curriculum and to be achieving at or above the expected level.		
Annual Aim:	To increase the number of target or priority students achieving at or above the expected level for reading.		
Target:	<p>Students After Year 2 who are below the expected level will make accelerated progress.</p> <p>All Maori and Pasifika students who are below the expected level will make accelerated progress.</p> <p>All students who were well below the expected level will make progress in relation to the reading standard and will meet their IEP goal by the end of 2018.</p>		
Baseline Data:	<p>Baseline Data: Our baseline data (end of year Overall Teacher Judgements) identified some concerns in Maori achievement, Pasifika achievement and achievement of Students After 1 Year at the end of 2017. These became of focus students for 2018.</p> <p>Our base line data at the end of 2018 shows;</p> <p>20.7% of Maori students are achieving below the expected level for reading.</p> <p>36% of Pasifika students are achieving below the expected level for reading.</p> <p>43.7% of students after 2 Years at school are achieving below the expected level for reading.</p>		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ol style="list-style-type: none"> 1. CAAP gives 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 this progress, monitoring and assessment and student behaviours that would trigger tier support. 2. A Raising Achievement Plan was written and regularly reviewed to ensure that goals were being met. 3. 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 analysis data, effective teaching and to share good practice. 4. End of year data was analysed to inform planning. 5. IEP's were written for all priority students and LAP's were written for identified 	<p>37.5% of students after 2 years at school students have made accelerated progress. 42% of students after 2 years at school have made expected progress. 29% of students who were below the expected level after 2 years are now achieving at the expected level.</p> <p>60% of Maori priority or target students have made accelerated progress and 40% of the target Maori students have moved from below the expected level to 'at' the expected level.</p> <p>40% of Pasifika priority or target students have made accelerated progress and 40% of all Pasifika priority or target students are now 'at' the expected level in reading.</p> <p>58 Priority students we identified at the beginning of 2018. These are students who are well below the expected level.</p> <p>68 students were identified as target students for reading in 2018. 22% of the all 2018 reading target students are now achieving at the expected level.</p>	<p>The students who moved from below to 'at' had targeted needs based teaching.</p> <p>Reading progressions were used by the students to track their progress. The progressions were used by teachers to inform planning.</p> <p>Some of the Pasifika students who have remained below the expected level have made accelerated progress and some Pasifika students are ESOL students.</p> <p>Teaching goals were set in the areas that each teacher identified from the teacher capability matrix. Teachers were provided with time to conduct inquiries into how their actions had an impact on student progress. Weekly reflections were kept and shared.</p> <p>The ESOL specialist teacher works closely with classroom teachers and is only out sourced for foundation students. 4 teachers are TESSOL trained. One teacher aide is ELA trained.</p> <p>Poor attendance had an impact on the progress of a small number of students.</p> <p>During 2018 3 teaching staff members have left and have been replaced with new teachers. These new staff</p>	<p>Senior leaders will closely analyse the data and hold meetings specifically to monitor the progress of target and priority students during 2019.</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>The visible learner learning tools will be introduced school wide and these will be 'unpacked' by teachers with students.</p> <p>There will be regular contact between school and home and parents will be engaged in their children's learning. Identity, language and culture will be recognised, affirmed and valued in the learning.</p> <p>Senior leaders will be actively involved in classrooms to model, provide support and monitor programmes. Practice analysis conversations will take place as a result of these visits. Differentiated PLD will be provided.</p> <p>The progressions will be used by teachers and students to identify next learning steps, set goals and monitor rates of progress. Students will</p>

<p>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> <ol style="list-style-type: none"> 6. All below students became target students. 7. Child speak progressions were written to be used as a more precise and user friendly tool for both students and teachers. 8. New teachers were provided with differentiated PLD on use of the progressions to ensure school wide consistency. 9. Referrals were made to outside agencies as required. 10. Visible learning has been further developed through school wide PD from Cognition. 		<p>members have needed induction into use of the progressions and using ESOL strategies.</p>	<p>recognise the progressions as tools for learning.</p> <p>Gap analysis will be completed by teachers using the progressions and CAAP.</p> <p>Teacher strengths will be recognised and utilised.</p> <p>There will be a focus on student agency and students will continue to develop the skills to take responsibility for their learning and rates of progress.</p>
--	--	--	--

Planning for next year:

Students will use evidence and data to set goals. There will be clarity around 'what they are learning and why.'

Students will use progressions to inform both next learning and 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 - 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 and co-constructed with students.

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. Texts and 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.