# Analysis of Variance Reporting

| School Name: | Marotiri | School Number: | 1808 |
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| **Strategic Aim:** | <ul><li>To provide quality teaching and learning programmes with particular emphasis on literacy, mathematics and physical activity.</li><li>Strengthen achievement and wellbeing of students who need extra support to access the curriculum.</li><li>Embed culturally responsive and relational pedagogy across the school.</li><li>Continue to build teacher capability. An effective system for appraisal of all staff will be implemented in order to strengthen staff skill and knowledge.</li><li>Foster a positive and collaborative team culture.</li><li>Ensure a smooth transition for the new principal to Marotiri School 2018.</li><li>Focus on ensuring equity and excellence in student outcomes.</li></ul> |
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| **Annual Aim:** | **Writing:**<br><ul><li>Grow a love and excitement for writing while developing skills to help children enhance their ideas.</li><li>Work on a common language with students and their families when discussing writing progress.</li><li>Include a range of genre components including dialogue and poetry.</li><li>Mastery of the sentence to be seen as critical to writing fluency and coherence.</li><li>Deliberate acts of teaching to support target aims.</li></ul>**Reading:**<br><ul><li>Daily and comprehensive instructional reading.</li><li>Time investment in letter blends and phonics work.</li><li>Frequent collaborative between the SENCO and class teacher as to how best to accelerate the progress of target learners.</li><li>Ensure close monitoring, variety, and innovation in reading tuition.</li><li>Teacher Aides in classroom 4 times weekly at reading time to support the programme.</li><li>Some of the target students may access Reading Recovery in Terms 3 and 4.</li><li>Present certificates of celebration of reading progress at interaction.</li></ul> |

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| | **Mathematics** <br><br> <ul><li>Ensure the school has the organisational structures, processes and practices that enable and sustain collaborative learning.</li><li>Decision making is designed to continuously improve student achievement in Mathematics.</li><li>Improve prior knowledge and academic vocabulary.</li><li>Implement responsive short and long term initiatives.</li><li>High level of integration of mathematics across the learning areas to maximise learning time, and depth and transfer of learning.</li></ul> |
| **Target**: | **Writing:** <br><ul><li>18 Year 5-8 students not achieving NZC expected writing levels.</li><li>In a determined effort to advance their skills & self-efficacy as writers, we will be enacting DAT's so that these children can attain the following benchmarks.</li></ul><br>Year 5 & 6<br><ul><li>Can plan a piece of writing for a purpose.</li><li>Know and write grammatically correct sentences.</li><li>Develop ides logically.</li><li>Cast a sentence at least 3 ways: simple, adverb start, short, very short.</li></ul>Year 7 & 8<br><ul><li>As above:</li><li>Introduce and expand on an idea.</li><li>Use precise information to support ideas.</li><li>Write a concise paragraph.</li><li>Cast a sentence up to 6 ways: as above, plus WTE – red, white and blue, the em-dash and the W-Start sentence starters.</li></ul><br>**Reading:**<br><ul><li>Six children in their first year of school, most unlikely to meet the expected NZC level in reading at their 6th birthday.</li><li>Using a variety of approaches we hope to accelerate their rates of progress so that by the end of 2018, they are at, or close to, the reading achievement expectation as they enter Year 2.</li></ul><br>**Mathematics:**<br><ul><li>22 Year 3-8 Mathematicians require extra support to access and make progress within the NZ Curriculum.</li><li>We aim to measurably accelerate the achievement of these learners.</li></ul> |

| Baseline Data: | **Writing:** |
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| | <ul><li>Principal introduces and sets a writing prompt.</li><li>Room 1 and 2 teachers and Principal critically assess the target students' efforts.</li><li>Identify level of mastery against the listed aspects for Year 5 & 6 (Level 3) and Years 7 & 8 (Level 4) in target.</li></ul> **Reading:** <ul><li>Reading levels, along with a comprehensive analysis of each child's reading behaviour, were recorded in March.</li><li>17% of students were reading at Level 3 while 83% were emergent readers, reading with difficulty at Level 2.</li><li>17% read fluently and confidently at Level 2, but reluctant to attempt unknown words, and appealed.</li><li>83% of the students demonstrated directionality.</li><li>All showed some engagement with books and were able to gain some meaning from text and pictures.</li><li>17% who were reading Level 3 demonstrated a strong sense of directionality and were beginning to read word for word and use all sources on information to support decoding.</li><li>83% of students were unable to independently cross check using visual or structural cues</li><li>Several students appealed and used finger pointing.</li></ul> **Mathematics:** <ul><li>A group of 22 children (some new in 2018) were identified as not being at the NZC expectations in Mathematics.</li><li>Analysis of a range of data and teacher discussions will be used to confirm mathematics baseline information.</li></ul> |

| Actions<br>*What did we do?* | Outcomes<br>*What happened?* | Reasons for the variance<br>*Why did it happen?* | Evaluation<br>*Where to next?* |
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| **Writing:**<br><br>• 2017 Target students who had not achieved expected outcomes remained priority students in 2018.<br><br>• School wide focus on raising achievement in writing.<br><br>• Accelerated writing programmes in Year 1-3 with additional teacher or T. Aide in classes at writing times.<br><br>• Staff meetings and in-class support with Andrew Langley and Jessica Harton using Write That Essay (WTE) writing tools.<br><br>• Deliberate efforts to create learning environments likely to engage boys to write.<br><br>• Sharing of ideas for writing prompts in staff meetings<br><br>• Literacy Lead teacher attended COL PLD in writing.<br><br>• DP attended Literacy conference.<br><br>• Year 2 were identified as a target group to be monitored. | Writing cohort comprised 18 year 5-8 students (11 boys, 7 girls).<br><br>11% of total students achieved NZC expectations.<br><br>28% are within 6 months of NZC expectation & require on-going monitoring. Three made a significant shift in last 6 months of the year. Two consolidated their skills at the level at which they were working.<br><br>11% of total students are within 12 months of NZC expectation.<br><br>50% are achieving at 18months or more below NZC.<br><br>75% of Māori are within 6months of NZC expectations.<br><br>36.5% of boys are within 6months of NZC expectation.<br><br>WTE PLD has helped strengthen teacher pedagogy and capability in implementing an effective writing programme.<br><br>Students not achieving expectation were identified as priority students and their progress monitored through a milestone report. | There has been a number of staff changes in the first two terms. 5 of 6 teachers were new to Marotiri during 2018. A new principal began Term 3. One of two T.Aides was on leave for 3 months & was replaced by a capable relief T.Aide<br><br>Changes in staffing affected the consistency of intervention. Due to additional needs identified in Year 1-4, In-class T.Aide support was not available for Year 5-8 students. However, some indiv students were supported with Quick 60.<br><br>Accelerated writing programmes continued in Year 2 & 3 supported by a second teacher or T.Aide.<br><br>Write That Essay PLD (Jessica Hartin) worked within classes to support teaching programmes & led staff PLD in developing effective writing programmes which made significant difference.<br><br>Taupo COL across school teachers provided PLD (WTE), in developing effective writing programmes – resulting in increasingly consistent writing programmes across the school. | • 28% of the cohort left Marotiri Dec 2018. Of the remaining 72%, 69% will receive targeted support through intensive RTLit writing intervention, four days per week for two terms<br><br>• Staff entitlement (roll growth) - additional Yr 4-6 teacher to provide smaller classes & specialised Year 7-8 class offers directed learning programmes.<br><br>• Focus on engaging & motivating reluctant writers. Students allocated to classes which best suit learning needs.<br><br>• R.T.Lit teacher provides intensive writing programme 4 days per week for 2 terms to support writing cohort of 20 Year 5-8 students.<br><br>• WTE in-school writing Programme COL funded teacher. All staff to attend COL WTE Literacy PLD in Taupo.<br><br>• TOD: June. The writing book – Cameron & Dempsey. Develop speaking and listening skills. Embedding oral language across curriculum. Support teachers to include quality 'learning talk' in classrooms. |

**Reading:**

- Daily instructional reading.
- Time allocated for daily reading-mileage.
- SENCO and class teacher collaborated on how to accelerate progress of chn.
- Parents informed of support offered to students.
- Certificates for reading progress at interaction.
- Renewed stocks of readers & games to engage Jnr readers
- Refurbished school library to encourage a love of reading.
- Investigated Quick 60 programme for students.
- Reading Recovery for 6 year old target students.
- MOE funded In-class support.
- Additional R.Recovery trained teacher engaged in Tm 4 to team-teach in Yr 0-2.
- Reduced class sizes and provided targeted teaching through flexible learning programmes.

All target students turned 6 at the middle of the year and have been at school for 18mth at end of year.

Reading levels were first assessed in March

Child 1 – Level 2 – 7
Child 2 – Level 2 – 10
Child 3 – Level 2 – 9
Child 4 – Level 2 – 14
Child 5 – Level 2 – 6
Child 6 – Level 3 – 9
All students made progress.
One achieved NZC expectation for the end of Year 1.
50% achieved NZC expectation for Mid to End Year 1.
33.3% were 6 months below NZC.

Students made most progress in Term 4, following the appointment of an extra teacher to withdraw small groups for targeted teaching. Collaborative teaching built student confidence, consolidated concepts of print knowledge, fluency and comprehension.

A group of students have been identified with additional learning needs and required consolidation of phonics and letter blends.

Junior teachers took part in Yolanda Soryl Oral language training In May & continued daily phonics programmes.

Challenges to teaching literacy emerged and were addressed through Teaching as Inquiry.

Year 1 students had changes of teacher during the year.

Term 4 provided stability and consistent teaching with 3 experienced teachers working collaboratively in smaller classes with flexible grouping of students.

Targeted focus on meeting student needs resulted in progress in Tm 4 being at an accelerated rate.

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- Cohort will be monitored in 2019 to ensure their progress continues with appropriate T.Aide support as part of daily reading programme.
- Lead teacher will model effective use of Shared books; Concepts about print & oral language development.
- Develop a school wide programme in phonics & letter blends: co-teaching & peer support utilising teacher expertise.
- TOD: Effective writing programmes – Sheena Cameron and Louise Dempsey
- Utilise Reading Eggs, and Steps, Quick 60 programmes.
- Teachers coached by Reading Recovery teacher

**Mathematics:**

- Prioritised Maths as a learning area to improve student achievement.
- Developed assessment capabilities - consistency & validity of GLoSS.

50% (11 of 22) students, moved upwards within all three domains add/sub; mult/div & ratios & prop.
18/% of students moved within two domains, 4.5% moved within one domain and 26% remained within the same strategy stage.

COL in-school teacher worked in-class with teachers to model effective maths practice and increase teacher knowledge and pedagogical understanding.

- 16 of 22 (72%) of 2018 target group remain at school.
- Class teachers continue to monitor & track progress of target group in their classes with T.Aide support.

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| • Staff PLD on PaCT tool to increase pedagogical understanding; ensure consistency of data & identify gaps in knowledge & areas of weakness in teaching.<br>• New staff received Maths PD from COL in-school teacher.<br>• Built staff understanding of strategies & learning conditions that support acceleration.<br>• Closely examine new maths progressions as a staff.<br>• Organisational processes & practices to enable & sustain collaborative learning.<br>• Focus on improving student prior knowledge & use of academic vocabulary.<br>• Integration of mathematics across learning areas to maximise learning time & transfer of knowledge.<br>• Class teachers monitor & track progress of target group<br>• T.Aide support in classes.<br>• Develop student discourse | Testing and class teaching indicated that many of the children's level of mathematic thinking within three domains had improved since initial GloSS testing in March; and mid-year & end of year testing.<br><br>Many of the students attempted to solve problems and offer possible solutions although not getting final answer correct.<br><br>23% made limited progress.<br>68% made significant progress.<br>9% met NZC expectations. | A change in school-wide staff impacted on consistency of programme delivery and application of PaCT assessment tool for monitoring students.<br><br>New staff undertook PLD in PaCT – Peer moderation of student data helped develop consistency and accuracy in reporting.<br><br>Staff collaboration increased quality of curriculum delivery and assessment.<br><br>Purchase of Mathematical equipment supported class learning programmes. | • MOE Mathematics PLD contract (Amanda Fergusson) 2019: focus on developing teaching strategies to teach and monitor target students.<br>• Facilitator will observe teaching practice, model & co-teach. '<br>• Strengthen staff knowledge of Maths PaCT – utilise COL support teachers in PaCT.<br>• Use PAT results, basic facts competency to support OTJ's.<br>• MOE funded ALiM PfS - target students achieving just below NZC expectation.<br>• 2019 Mathematics target will focus on groups of students who are underachieving within Māori & Year 6-8 cohorts.<br>• Develop culturally responsive and relational pedagogy in teaching Mathematics.<br>• Integrate STEAM curriculum to ensure Mathematics is integrated across all curriculum areas.<br>• Build teacher capacity to integrate their knowledge of student identity, language and culture into teaching practice and programmes of learning – Manaakitanga. |

## Planning for next year:

All staff will be encouraged to deliver a culturally relational and responsive curriculum which meets the needs of all students.

**Writing:**
- The 2018 target group of writers will be monitored closely in 2019 to ensure they continue to make progress towards NZC expectation.
- This cohort will form part of a priority group of Year 5-8 students who were identified in 2018 as below NZC expectations, and will be supported daily by an RTLit support teacher in an intensive writing focus groups, four days per week for Term 1 & 2.
- RTLit focus group teaching will be in addition to class writing programmes.
- RTLit resource teacher will conduct direct (withdrawal) and non-direct (in-class) teaching to support writing priority students.
- Teacher Aides will be utilised to support accelerated writing programmes in Year 2-4 classes on a daily basis. In addition, a group of writers in Year 2 who have not achieving NZC expectation will be supported with Reading Recovery where possible.
- Data from e-asttle and PaCT assessment will be carefully analysed to ensure teaching practice is meeting individual student need.
- A focus on deliberate teaching of language features will be an expectation as part of each class's daily writing programme.
- School wide PLD will be provided through Taupo COL to consolidate the Write That Essay programme within the school.
- The use of WTE vocabulary and sentence starters will be consistent across the school.
- Staff will be encouraged to attend after school COL PLD particularly relating to developing effective literacy practice. Our Literacy Lead teacher will be supported to attend COL PLD and will help facilitate co-teaching, peer coaching and reflection amongst teaching staff to consolidate and develop literacy pedagogical understanding and teaching practice.
- Cross team peer coaching will consolidate teacher knowledge and capability in teaching phonics and grammar.
- Collaborative Writing moderation in Junior, Middle and senior teams and whole staff will ensure consistency in analysis of assessment data.



**Reading:**
- Target groups will be monitored within each class to ensure teaching is meeting individual student needs.
- Data gathered through running records, PROBE and PAT will be carefully analysed to inform teaching practice.
- Teacher Aides will support priority students with additional programmes – Quick 60; Reading Eggs and STEPS.
- All staff will attend COL PLD that relates to the teaching of reading and writing.
- Experienced teachers will model effective teaching practice in use of Shared Books and teaching of phonics. Co-teaching and peer observations will develop effective teacher practice.
- All staff to attend Oral Language Workshop facilitated by Sheena Cameron and Louise Dempsey.
- Unpack Effective Literacy Teaching Resource as a staff.
- 6 Year olds who are at risk of not achieving will be put forward for reading recovery programmes.
- Encourage school-whānau partnership to support home reading programmes.

**Mathematics:**

- Focus on strategic Mathematics planning and teaching, utilising planning and assessment tools.
- Develop Mathematical pedagogy and effective Mathematics teaching programmes as a school-wide Teacher Inquiry focus for 2019.
- Ministry funded Mathematics Professional Development contract provides 100 contact hours with Mathematics Facilitator, Amanda Fergusson.
- Staff will take part in PLD with Mathematics facilitator, focused on developing areas of Mathematics curriculum – modelled lessons, co-teaching and individualised professional conversations will develop teacher capability and strengthen the effectiveness of teaching practice. .
- Inclusion of rich tasks and problem solving will be used to strengthen student discourse and use of 5 Maths Talk Moves.
- Staff and learning programmes will be supported by in-school COL funded teacher – modelling, coaching, co-teaching in-class and withdrawing target students for individualised teaching programmes.
- Focus on developing student ability to reflect on choice of most effective strategies – promotion of effective student discourse.
- Develop Mathematics vocabulary walls to strengthen use of Mathematical terminology.
- Staff PLD in implementing Maths PaCT tool to support student assessment and analysing student achievement.
- ALiM Programme for students will focus on accelerating the achievement of a Maths target cohort.