

# Analysis of Variance Reporting



<b>School Name:</b>	Marotiri (1.3. 2020)	<b>School Number:</b>	1808
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<b>Strategic Aim:</b>	<ul style="list-style-type: none"> <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 &amp; relational pedagogy across school; recognises student identity, language, culture.</li> <li>Continue to build teacher capability. An effective system for staff appraisal will strengthen staff skill &amp; knowledge.</li> <li>Foster a positive and collaborative team culture.</li> <li>Focus on ensuring equity and excellence in student outcomes</li> <li>Learning programmes will reflect learner agency.</li> <li>Enhance senior leadership programme and introduction of Digital Technology Curriculum</li> </ul>
<b>Annual Aim:</b>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <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 with WTE &amp; RTLit support</li> <li>Further develop staff capability in the use of WTE</li> <li>Deliberate acts of teaching to support target aims and strengthen Learner Agency.</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <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 four days per week to support literacy programmes.</li> <li>Some of the target students may access additional Reading Recovery teacher support</li> <li>Present certificates of celebration of reading progress at interaction.</li> </ul>

	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Ensure the school has the organisational structures, processes and practices that enable and sustain collaborative learning.</li> <li>• Decision-making designed to continuously improve students' achievement in Mathematics.</li> <li>• Improve prior knowledge and academic vocabulary.</li> <li>• Implement responsive short and long-term initiatives as a result of Teacher Mathematics Inquiry – Maths PLD</li> <li>• High level of integration of maths across learning areas to maximise learning time, depth &amp; transfer of learning.</li> <li>• ALIM support for Year 5-8 students –implemented by ALIM Lead &amp; support teachers.</li> </ul>
<p><b>Target:</b></p>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• 77% (36 of 60) Year 5-8 students &amp; 84% (21 of 25) Year 2 students will be At or Above NZC writing expectation 67% (4 of 6) Year 8; 80% (8 of 10) Year 7; 74% (14 of 19) Year 6; 80% (20 of 25) Year 5; 84% (21 of 25) Yr 2</li> <li>• Cohort include: Four Year 8; Eight Year 7; Fourteen Year 6; Twenty Year 5 and Twenty one Year 2 students</li> <li>• 85% (17 of 20) Māori students will be At or Above NZC expectations in Writing for the end of year.</li> <li>• In a determined effort to advance their skills &amp; self-efficacy as writers, we will be enacting DAT's utilising Marotiri WTE Formative goals so that these children can attain the following benchmarks.</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>• Can write a piece of writing for a purpose using two different language features</li> <li>• Can write in complete sentences, using everyday nouns and verbs.</li> <li>• Can generate two ideas and expand on one.</li> </ul> <p>Year 5 &amp; 6</p> <ul style="list-style-type: none"> <li>• Can plan a piece of writing for a purpose.</li> <li>• Know and write grammatically correct sentences.</li> <li>• Develop ideas logically.</li> <li>• Cast a sentence at least 3 ways: simple, adverb start, short, very short.</li> </ul> <p>Year 7 &amp; 8</p> <ul style="list-style-type: none"> <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> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• 83% (29 of 35) Year 6-8 students &amp; 90% (18 of 20) Māori students will be At or Above NZC reading expectation</li> <li>• Using a variety of writing approaches, we hope to accelerate their rates of progress so that by the end of 2019, they are at, or close to their NZC reading achievement expectation.</li> </ul>

	<p><b>Mathematics:</b></p> <ul style="list-style-type: none"> <li>• 78% (32 of 41) Year 6-8 students 9 67% (4 of 6) Year 8; 80% (8 of 10) Year 7; 80% (20 of 25) Year 6 will be At or Above NZC expectation in Mathematics at the end of 2019</li> <li>• 15 Year 6-8 Mathematicians (four Year 8; two Year 7, and nine Year 6 students) require extra support to access and make progress within the NZ Curriculum.</li> <li>• We aim to measurably accelerate the achievement of these learners through targeted intervention.</li> </ul>
<p><b>Baseline Data:</b></p>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• 68% (108 of 157) of Total students were At or Above NZC writing expectations at the end of 2018:</li> <li>• Of the cohort: 35% (27 of 78) Yr 5-8 students were At or Above NZC writing expectation at the end of 2018.</li> <li>• 16.7% (1 of 6) Year 8; 23% (5 of 22) Year 7; 24% (6 of 25) Year 6 and 60% (15 of 25) Year 5 were writing at or Above NZC expectation at the end of 2018. No Year 6 or 8 students were Above NZC expectation.</li> <li>• 52% (13 of 25) Year 2 students were writing At or Above NZC expectation.</li> <li>• 45.5% (10 of 22) Māori were writing At or Above NZC expectation at the end of 2018.</li> <li>• Some of Year 5 cohort received Reading Recovery at 6yr olds but continue to achieve below NZC expectation</li> <li>• Some of the 2019 Year 5-8 cohort entered Marotiri in 2018-2019 with low levels of literacy.</li> <li>• Room 1, 2 and Senior Studio teachers have critically assessed target students' mastery against WTE formative goals and the listed aspects for Year 5 &amp; 6 (Lev 3) and Years 7 &amp; 8 (Lev 4). Robust Moderation identified a number of students to be achieving below NZC expectation.</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• 85% (133 of 157) of Total students were reading At or Above NZC expectations at the end of 2018.</li> <li>• Of the cohort: 51% (27 of 53) Year 6-8 students were reading At or Above NZC expectation at the end of 2018.</li> <li>• 50% (3 of 6) Year 8; 45.5% (10 of 22) Year 7; and 52% (13 of 25) Year 6 students were reading At or Above NZC expectation at the end of 2018.</li> <li>• 68% (15 of 22) Māori students were reading At or Above expectation at the end of 2018.</li> <li>• Reading levels &amp; comprehensive analysis of each child's reading behaviour recorded in March, July, November</li> <li>• Some of the cohort received Reading Recovery intervention but continue to read below NZC expectations.</li> <li>• A number of the cohort were identified as having additional learning needs and have been referred for RTLiT assessment for dyslexia and additional support in 2019.</li> </ul> <p><b>Mathematics:</b></p> <ul style="list-style-type: none"> <li>• 76% (94 of 157) Total students were working At or Above NZC expectations in Mathematics at the end of 2018</li> <li>• Of the 2019 cohort: 0% (0 of 6) Year 8 students were working at NZC expectation for Year 7 at the end of 2018 and 67 % (4 of 6) were within 6mth of expectation.</li> <li>• 41% (9 of 22) Year 7 and 40% (10 of 25) Year 6 students were At or Above NZC expectation at the end of 2018.</li> <li>• A target group of 15 Year 6-8 children 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>

<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>
<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• 2018 Target students who had not achieved expected outcomes remained priority students in 2019.</li> <li>• School wide focus on raising achievement in writing</li> <li>• Accelerated writing programmes in Year 1-3 with additional teacher or T. Aide in classes at writing times.</li> <li>• In-class support with Renee Cuttle WTE &amp; COL Across School Teachers using Write That Essay (WTE) writing tools</li> <li>• Deliberate efforts to create learning environments likely to engage boys to write.</li> <li>• Sharing of ideas for writing prompts in staff meetings</li> <li>• Principal and Literacy Lead teacher attended COL PLD.</li> <li>• DP attended Literacy conference.</li> <li>• Identified Year 5-8 and Year 2 as a cohort with a number of students achieving below NZC expectation.</li> </ul>	<p>64% (107 of 167) total student are At or Above NZC expectation and 25% (42 of 167) within 6mth.</p> <p>By the end of 2019 the cohort comprised of 72 Year 5-8; 23 Year 2 &amp; 30 Māori students.</p> <p>53% (50 of 95) Year 2 &amp; Year 5-8 cohort are writing at expectation.</p> <p>Year 5-8 achievement lifted from 35% (27 of 78) to 50% (36 of 72) but below target of 77% (36 of 60). Yr 2 achievement lifted from 52% (13 of 25) to 60% (14 of 23) At/Ab.</p> <p>20% (19 of 95) Year 2 &amp; Year 5-8 cohort are within 6 mths of NZC &amp; require on-going monitoring. 10% (9 of 95) Year 2 &amp; Year 5-8 cohort are 12 mths below, while 20% (19 of 95) are more than 12mth below</p> <p>63% (19 of 30) Māori At/Ab &amp; 23% (7 of 30) within 6mth in writing. While those At/Above are below target of 85% (17 of 20) the cohort has increased with significant improvement from 45.5% (10 of 22) At/Above in base data.</p> <p>59 % (49 of 83) total Boys are At or Above NZC writing expectation.</p>	<p>Overall student achievement is 4% below 2019 target: However, the school roll has increased with a significant number entering with low literacy levels.</p> <p>Staff changes in both Year 4-5 classes in 1<sup>st</sup> two terms affected consistency of WTE programme. Appointment of experienced staff &amp; focused within-school WTE PLD strengthened teacher practice and student achievement. Priority student progress is monitored through term milestone reports.</p> <p>Increased number of 5yr olds entering with low levels of oral language, affects writing progress</p> <p>Accelerated writing programmes continued in Year 2 &amp; 3 with TA support. Additional Reading Recovery trained teacher support in Year 4-6 in Term 4. Group and individual RTLit intervention in Year 5-8 increased student achievement.</p> <p>TOD:Whole school Oral Lang PLD WTE PLD &amp; COL Across school teachers worked with indiv staff to help develop effective writing programmes &amp; increase consistency of writing programme.</p>	<ul style="list-style-type: none"> <li>• 22 Year 6-8 students left Marotiri School end of 2019</li> <li>• Employment of experienced teachers with Special Needs experience – students allocated to classes which best suit learning needs.</li> <li>• Focus on engaging &amp; motivating reluctant writers.</li> <li>• R.T.Lit teacher provides intensive literacy programme 2 days per week for 2 terms to support cohort of Year 5-8.</li> <li>• WTE writing programme In school with 50 hrs MOE PLD: co-teaching and modelling to grow teacher capability.</li> <li>• Across school WTE teachers to support writing programme</li> <li>• TOD: Focus on strengthening Literacy</li> <li>• MoE funded Oral Language PLD – Jane Van Der Zeyden &amp; COL Oral Language Yr 0-3</li> <li>• A number of Year 3 &amp; 6-8 &amp; students identified with additional learning needs referred for Cognitive assessment for dyslexia or dysgraphia (REAP) and additional support in 2020.</li> </ul>

## Reading:

- Daily instructional reading.
- Time allocated for daily reading bulds 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 Juniors.
- Poetry Cards purchase
- Reading book fair: library bks
- Refurbished school library to encourage a love of reading.
- School Wise STEPS web trial programme for students – RTLiT funded STEPS.
- 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.

78% (130 of 167) total students are Reading At/Above expectation. 17% (28 of 167) are within 6mth.

The 2019 target cohort comprised of 47 Year 6-8; and 30 Māori, an increase of 12 Year 6-8 and 8 Māori students from projected cohort. Results are as below:

68% (32 of 47) Year 6-8 were Reading At/Above and 34% (16 of 47) are Reading within 6mths of NZC expectation. This compares with the 2019 target of 83% (29 of 35) At/Above NZC expectation.

74% (22 of 30) Maori students are Reading At or Above and 17% (5 of 30) are within 6mths of NZC. This compares with the target of 90% (18 of 20) Māori students At or Above NZC expectation.

Although below target, it is noteworthy that the school roll increased in 2019 and the cohort changed. The inclusion of those Reading within 6mths of NZC expectation indicates pleasing student progress & achievement.

Progress of Yr 0-1 assisted in Term 3-4 by in-class parent support. Additional Term 4 funding allowed R.Recovery teacher to target Yr4-5 small reading groups.

Both cohorts increased in 2019; including a number of students enrolling with low levels of literacy and some additional learning needs.

Yolanda Soryl Oral language PLD: Yr 1-3 students consolidated letter & blends knowledge through daily Phonics (Principal & 2 teacher grp)

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

Reading Recovery programme for 6 year olds who have not made expected progress in class programmes. Most, but not all made accelerated progress and will need ongoing monitoring.

Daily T.Aide support in Reading. Staff meeting – modelled use of Shared books – activities to support effective reading programmes.

Jnr teachers supported by Reading Recovery teacher.

RTLiT Staff meeting workshop on STEPS web. School wide trial. RTLiT funded STEPS programme for targeted students.

Collaborative teaching consolidated student concepts of print, fluency and comprehension

- Cohort will be monitored in 2020 to ensure their progress continues with appropriate T.A support as part of daily reading programme.
- Reading Eggs programme Year 0-3
- 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.
- 2 teachers & T.Aide to attend Yolanda Soryl Phonics PLD.
- TOD: Language focused
- MoE Oral Language PLD – Jane Van der Zeyden.
- NE teacher to attend COL Oral language PLD.
- Utilise Reading Eggs and Steps, Quick 60 & Multi Lit programmes.
- Students of concern referred to REAP for Cognitive and Dyslexia Assessment
- COL staff expo PLD May 23.

## Mathematics:

- Prioritised Maths as a learning area to improve student achievement.
- MOE Maths PLD facilitated by Amanda Fergusson Modelling & co-teaching
- Indiv teacher inquiries: Developing effective Maths programme / MOE support.
- Built staff understanding of strategies/learning conditions to support acceleration.
- ALIM Pfs in Year 5-6 & 7-8.
- New staff supported by COL in-school teacher. In schl COL supported target chn.
- Developed assessment capabilities - consistency & validity: GLoSS; JAM, PaCT
- Staff PLD: Data Consistency;
- Organisational processes & practices to enable & sustain collaborative learning.
- Focus on improving student prior knowledge & use of academic vocabulary.
- Integration of mathematics across learning areas to maximise learning time & transfer of knowledge.
- Class teachers monitor & track progress of target group
- T.Aide support in classes.
- Develop student discourse & agency.

**72%** (121 of 167) total students are working At or Above NZC expectation and **22%** (36 of 167) are working within 6m of NZC.

### **Cohort of Year 6-8 & Māori:**

17% (1 of 6) Yr 8 were At and 67% (4 of 6) within 6m of expectation. 67% (10 of 15) Yr 7 are At or Above & 13% (2 of 15) within 6mth of expectation.

88% (23 of 26) Year 6 are At or Above NZC Maths expectations.

50% (15 of 30) Māori are At or Above; 37% (11 of 30) are within 6m of NZC Expectations in Maths.

Of fifteen targeted Yr 6-8 students, 2 left the school, 9 moved upwards within all three domains (Add/sub, mult/div, ratios & prop); 2 moved within two domains and 2 continued to work within the same strategy stage. 5 reached NZC expectation, 6 are operating six months below and 3 are below/WB

Within Years 1-5 a cohort of 34 were identified as priority students and have been closely monitored throughout this year: Year 5- nine students; Year 4 - nine students; Year 3 - seven students; Year 2 – five students; Year 1 -four students  
Of the 34, 2 are Above, 13 At, 12 are 6mth below, 5 Below or WB. 2 students have left the school.

MOE PLD supported teacher inquiry into developing effective Mathematics programmes. Staff collaboration increased quality of curriculum delivery & assessment.

COL in-school teacher worked with teachers to model effective maths practice & improve teacher knowledge and pedagogy.

Focus was on Māori and groups who were underachieving in Yr 6-8

Peer moderation of student data helped develop consistency and accuracy in reporting.

Assessment data (Nov 2018) was used initially to group these students then reassessed in March, July and November. JAM was used for Years 1-3 and GLOSS was used for Year 4 & 5.

Several of the Yr 6 cohort were involved in ALIM, and made significant progress.

Many of the children's level of mathematical thinking within three domains had improved since initial GloSS testing in March 2019. By November many of the cohort were able to at least attempt to solve the problems and offer possible solutions although they did not get the final answer correct

- Class teachers continue to monitor & track progress of target group with T.A support.
- 50 hrs MOE Maths PLD c (Amanda Fergusson) 2020: focus on developing teaching strategies.
- Integrate STEAM curriculum to ensure Mathematics is integrated across all curriculum areas.
- Integrate Digital Technology & Localised curriculum
- Facilitator will observe & support teaching practice,
- Strengthen staff knowledge of PaCT – utilise COL support
- Utilitie PAT Data to set goals.
- MOE funded ALiM Pfs - target students achieving just below NZC expectation.
- Develop culturally responsive and relatable pedagogy in teaching Mathematics.
- 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 relatable and responsive curriculum which meets the needs of all students.

### Writing:

- The 2019 target group will be monitored closely in 2020 to ensure they continue to make progress towards NZC expectation.
- This cohort will form part of a priority group of Year 3 and 7-8 students who were identified in 2019 as below NZC expectations.
- A group of 17 Yr 5-8 students will be supported by a RTLit support teacher in intensive literacy focus groups, two days per week in addition to class literacy programmes.
- MoE funded WTE PLD of 50 hours will be used to facilitate co-teaching, peer coaching and reflection amongst Yr 3-8 teaching staff to consolidate and develop literacy pedagogical understanding and teaching practice and Increase student engagement and interaction with curriculum through student agency and teacher efficacy.
- School wide PLD support through Taupo COL is available to support Write That Essay programme within the school.
- The use of WTE vocabulary and sentence starters, WTE score card and writing groups will be consistent across the school.
- A focus on deliberate teaching of language features will be an expectation as part of each class's daily writing programme.
- Cross team peer coaching will consolidate teacher knowledge and capability in teaching phonics and grammar.
- School-wide collaborative Writing moderation will ensure consistency in analysis of assessment data.
- Data from writing assessment will be carefully analysed to ensure teaching practice is meeting individual student need.
- COL MOE funded Oral Language PLD will support the development of oral language in Yr 1-3.
- Teacher Aides will support accelerated writing programmes in Year 3-8 classes on a daily basis.
- A group of writers in Year 2/3 who have not achieving NZC expectation will be supported with Reading Recovery where possible.

### Reading:

- Target groups progress will be monitored within each class & through Milestone Reports 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; Multi Lit, Reading Eggs and STEPS.
- Experienced teachers will model effective teaching practice in use of Shared Books and teaching of phonics.
- Co-teaching and peer observations will help develop effective teacher practice.
- Junior teachers (Yr 0-3) will participate in COL & in-school Oral Language PLD supported by Jane Van der Zeyden
- Staff will unpack Effective Literacy Teaching Resource as a staff.
- 6 Year olds who are at risk of not achieving will be nominated for reading recovery programmes.
- Encourage school-whānau partnership to support home reading programmes.

## **Mathematics:**

- Focus on strategic Mathematics planning and teaching, utilising planning tools.
- Continue 2019 School-wide Teacher inquiry to consolidate effective Mathematics teaching programmes.
- 50 hours of Ministry funded PLD contract - Mathematics Facilitator, Amanda Fergusson.– modelled lessons, co-teaching and individualised professional conversations to develop teacher capability and strengthen the effectiveness of teaching practice.
- Inclusion of rich tasks and problem solving will be used to strengthen student discourse, learner agency and use of 5 Maths Talk Moves.
- Staff and learning programmes to be supported by in-school COL funded teacher – modelling, coaching, co-teaching in-class and withdrawing target students for individualised teaching programmes.
- Focus on Learner Agency to develop student ability to reflect on choice of most effective strategies & promote 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 student achievement extensively across the school rather than just in the one class
- Some of the COL target group continue to be target students in 2020 and their progress and learning needs will to be monitored closely.
- Several new students admitted during this year, were quickly identified by teachers as maths target children but are not included in this report. Some of these children will be included in our school's target maths group next year.

### *Other strategies to be used by teachers:*

- Effective use of resources to support students will be available e.g. variety of maths equipment
- Explicit teaching and use of mathematical language to support the students to verbalise their learning
- Effective questioning by teachers to prompt students to articulate their learning. Use of talk moves.
- Teacher talk & instructions limited to allow students to lead the learning and allow time for tchrs to observe misconceptions or difficulties.
- Use of learning buddies allow students to share ideas and encourage discourse.
- Use of modelling books to record student thinking for future reference.
- Find opportunities to teach number within the strands.
- Explore new and creative ideas in maths to further engage and motivate students.
- Provide hands on, authentic experiences involving maths.
- Effectively use the maths progressions and coverage sheets provided by our PLD facilitator.
- Gather student voice to see what students enjoy, find challenging and want to do more of i.e. develop learner agency.