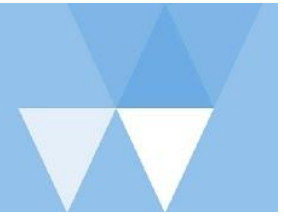


# Analysis of Variance Reporting



<b>School Name:</b>	Stratford Primary School	<b>School Number:</b>	2244
<b>Strategic Aim:</b>	<ol style="list-style-type: none"> <li>1. BUILDING teachers capability so all students can achieve to their potential.</li> <li>2. EXPLORING a ‘whanau concept of learning’ so all students are engaged.</li> <li>3. PRIORITISING the first three years of a child’s schooling so they achieve success with National Standards.</li> <li>4. CREATING a future focused curriculum so all learners become well rounded people.</li> </ol>		
<b>Annual Aim:</b>	<p>(Aim 1) To embed the ‘Spiral of Inquiry’ process through Mathematics (ALIM Year 2), which raises mathematics achievement for students.</p> <p>(Aim 2) To evaluate the impact of teaching, learning and assessment in the first two years of a child’s schooling at SPS, with the aim of raising achievement.</p> <p>(Aim 3) i. To understand why disparity exists between ethnic groups. ii. To explore a future focused way of teaching that is based around the concept of tuakana-teina relationships between learners. iii. To reduce the achievement gap between ethnic groups.</p>		
<b>Target:</b>	<p><b>National Standards:</b> All students who are not achieving success in relation to National Standards in writing and mathematics will have made accelerated progress over (more than one year) the year.</p>		
<b>Baseline Data:</b>	<p>At the end of 2016, National Standard results showed that: 23 (21.7%) Maori learners were ‘Below’ National Standards in writing compared with 44 (17.1%) Pakeha learners in Year 1-8. 22 (25.9%) Maori learners were ‘Below’ National Standards in mathematics compared with 41 (16%) Pakeha learners in Year 1-8.</p>		



Tier 2 learners have been identified as students who are 'Just Working Within' or 'Up to One Year Below' the expected rate of progress in National Standards.

Writing Target Goal:

Group A and B's learning will be accelerated where they achieve more than one year's progress in relation to National Standards.

Group A: Maori Learners in Yr 3-8=  $17/72 = 24\%$

Group B: Pakeha Learners in Yr 3-8=  $36/203 = 18\%$

Mathematics Target Goal:

Group A and B's learning will be accelerated where they achieve more than one year's progress in relation to National Standards.

Group A: Maori Learners in Yr 3-8=  $28/72 = 39\%$

Group B: Pakeha Learners in Yr 3-8=  $46/203 = 23\%$



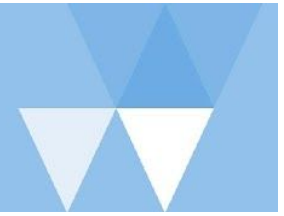
Actions: <i>What did we do?</i>	Outcomes: <i>What happened?</i>	Reasons for the variance: <i>Why did it happen?</i>	Evaluation : <i>Where to next?</i>
<p><b>Board of Trustees Expectations:</b> The Principal presented National Standard achievement data for 2016 to the Board of Trustees. Trends and future actions were determined by the Board of Trustees.</p> <p>At the meeting, the Principal provided an overall analysis of 2016 National Standard results that were compared with other years, other local schools and National averages.</p>	<p><b>Report Presented by the Principal highlighted:</b> <a href="#">National Standards Review</a></p> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• In 2015, 5% more boys were above expectations in writing. This was countered by 9% more boys who were not 'At' and 4% more boys who were 'Well Below' NS in Writing.</li> <li>• Since 2014, Maori writing has declined by 14%. In 2015, more Maori students were above by 8% but this was countered by 19% less being 'At' expectations, 7% more being 'Below' expectations and 3% more being 'Well Below' expectations. Overall, Maori achievement declined in writing during this period by 21%!</li> </ul> <p><b>Mathematics:</b></p> <ul style="list-style-type: none"> <li>• Boys mathematics results fluctuate from 'At' to 'Above'? Question: Why did boys 'Above' results decline by 9% in 2016? Below students were not making accelerated progress?</li> <li>• Maori achievement has declined significantly in mathematics this year (18%). 'At' students progress has declined from 2015 to 2016 by 15%! There has been fluctuating achievement over the last three years e.g. 2014= 71%, 2015= 79% and 2016= 61% 'At' or 'Above' NS.</li> </ul>	<p>Stratford Primary School has had a number of significant challenges over the last few years (2013-2016). They include:</p> <ul style="list-style-type: none"> <li>• Issues with Governance with the Board of Trustees. The current Board have been reviewing all policies that did not occur with the previous Board.</li> <li>• School Leadership: The school has had three Principals during this period. The school also had a new Deputy Principal and Associate Principal.</li> <li>• Staffing: There have been a number of changes in teaching and support staff during this period, including retirements and people moving to new schools. For example there are only 5 teachers who have been at Stratford for more than 4 years. In 2017 there were 5 new teachers.</li> <li>• The School Curriculum Delivery Plan (Road Map) has not been updated during this time.</li> <li>• Schoolwide appraisal systems were ad hoc. There were no consistent classroom observations.</li> <li>• Social factors: attendance, learning needs, student behaviour, student well being etc.</li> </ul>	<p>From this report the BoT confirmed the following future actions.</p> <ol style="list-style-type: none"> <li>a. The Principal looks to urgently address the disparity of Maori learners.</li> <li>b. Board have requested that targets in 2017 focus on comparing the accelerated progress of Maori and New Zealand European students.</li> <li>c. Self Review: The Board will continue to implement a self review process to improve the school governance.</li> <li>d. The Principal will review the appraisal process, aligning expectations to the Practising Teacher Criteria and Spiral of Inquiry.</li> <li>e. The Leadership Team will improve the process of tracking and accelerating Priority Learners (Maori) progress in writing and mathematics.</li> </ol>



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>
<p><b>Professional Development (Mathematics):</b></p> <ul style="list-style-type: none"> <li>The Tier system was introduced as a way of tracking student progress e.g. acceleration</li> <li>Team Leaders were supported to unpack the data. From there Teams looked at their individual classrooms to break down who the priority learners would be</li> <li>Teachers were supported to develop monitoring tools using Rich Tasks</li> <li>Teachers were supported to look at student voice</li> <li>A team of teachers were involved in the ALIM 2 Mathematics programme. Assessment moved from Numeracy Stages to Year Levels.</li> </ul>	<p><u>Outcomes from the PD:</u></p> <ul style="list-style-type: none"> <li>✓ Enhanced Teacher Knowledge</li> <li>✓ Accelerated Progress → see below</li> </ul> <p>The Mathematics PD helped teachers to further develop their pedagogy and self reflection on how to better support learners with mathematics through the Spiral of Inquiry Process.</p> <p>The ALIM process provided extra time for priority learners to help them make accelerated progress.</p> <p>Teachers were making more detailed reflections on their priority learners using the Tier doc that was developed to track progress.</p> <p>Reflections were linked to teachers personal blogs/sites through the Spiral of Inquiry.</p>	<p>Priority Learners progress in mathematics improved significantly where:</p> <ul style="list-style-type: none"> <li>✓ 15/24 Maori students and 30/40 NZ European made accelerated progress in Mathematics.</li> </ul> <p>On the other hand, overall National Standard results showed that:</p> <ul style="list-style-type: none"> <li>• 68% of students were ‘At’ or ‘Above’ National Standards</li> <li>• 60% of Maori students were ‘At’ or ‘Above’</li> <li>• 66% of Boys were ‘At’ or ‘Above’.</li> </ul> <p>A closer analysis of movement for Maori students from 2016 to 2017 showed that 9 students (10%) progress declined.</p> <p>The Leadership Team still believe there is variability between some teachers, while improved teacher feedback and student ownership of goals will enhance acceleration of learning goals in maths.</p>	<p>A review of 2017 data by the Deputy Principals highlighted the need to further support teachers with:</p> <ul style="list-style-type: none"> <li>• The explicit teaching of mathematics, particularly around key strands and stages in mathematics</li> <li>• Developing a system for ongoing formative assessment and teacher feedback</li> <li>• More in depth use of the Rich Tasks tools, which align to Year Levels for progression.</li> <li>• <a href="#">Alim Report 2017</a></li> </ul>
<p><b>Stratford CoL:</b> The Principal, Deputy Principal and Associate Principal attended sessions with other school leaders from the Stratford CoL to help support the unpacking of schoolwide data and trends.</p>	<p>The Leadership Team focused on the system Yr 3-8 Teams were using to track priority learners progress. This included individual comments and progress, aligning assessment data and questioning data that did not align.</p>	<p>The Leadership Team are now able to identify where there is variability in teacher feedback. Students at risk are also being identified. Improved feedback is occurring with Teams about variable student progress.</p>	<p>The Leadership Team are looking to embed systems established in 2017, while continuing to raise the achievement of Maori and boys in writing and mathematics.</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>
<p><b>Priority Learners Process for 2017:</b></p> <ol style="list-style-type: none"> <li>The Leadership Team, with the support of an external provider, supported staff to analyse mathematics and writing data. Students were placed into tiers.</li> <li>The Leadership Team developed a process for tracking target groups at the team level. Team Leaders and Teams were trained in how to apply the process with the aim of accelerating students learning in mathematics and writing.</li> <li>The process for giving students feedback and knowing their goals in writing was reviewed. The system was embedded into classroom routines and the appraisal process in 2017.</li> <li>The Alim process supported accelerated progress in mathematics</li> <li>The Appraisal Process aligned to the teaching and tracking of Priority Learners.</li> </ol>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Maori= 8 out of 18 learners have made accelerated progress in writing= 44%</li> <li>NZ European= 18 out of 29 learners have made accelerated progress in writing= 62%</li> </ul> <p><b>Mathematics:</b></p> <ul style="list-style-type: none"> <li>Maori= 15 out of 24 learners have made accelerated progress in mathematics= 63%</li> <li>NZ European= 30 out of 40 learners have made accelerated progress in mathematics= 75%</li> </ul> <p><i>Maori students were generally achieving better than NZ European over the year until Term 4, particularly in writing. Some Maori students did not quite reach the point of acceleration in Term 4.</i></p> <p><i>To support Maori learners, the school focused on engagement. This included using rich tasks in mathematics, encouraging student voice, promoting Te Reo Maori through online classes, promoting Kapa Haka, teachers using more Te Reo Maori in class and modelling their Pepeha's, promoting tuakana teina relationships between older and younger students. General staff attitude has been excellent.</i></p>	<p><b>Writing:</b></p> <p>A total of 26/47 (55%) students made accelerated progress in Year 3-8 (Maori and NZE).</p> <ul style="list-style-type: none"> <li>Teams worked on embedding the feedback system in classroom routines. Students were supported to know their writing goal and show evidence in their draft books. Teacher feedback related to the students writing goals. Through the appraisal process it showed how teacher feedback improved from Term 2 to Term 3</li> <li>Teachers could see the progress students were making, while students felt more empowered with their learning.</li> </ul> <p><b>Mathematics:</b></p> <p>A total of 45/64 (70%) students made accelerated progress in Year 3-8 (Maori and NZE).</p> <ul style="list-style-type: none"> <li>Data shows this process achieved accelerated progress.</li> <li>Teacher knowledge, formative assessment/teacher feedback and direct acts of teaching now needs to be applied to all students across the tiers.</li> </ul>	<p><b>Writing:</b></p> <p>As a school, we still need to further embed the formative feedback process into daily routines. This process needs to start earlier in Term 1. The Leadership Team have improved the handover of data from one year to the next, which contains previous comments about students writing goals.</p> <p><b>Mathematics:</b></p> <p>Review questions: Why did we achieve significant progress in Priority Learners progress but this did not happen for the overall National Standard results? Hunch from the Leadership Team and Team Leaders → Formative assessment. A new process has been developed for 2018.</p> <p>The Alim Process needs to be embedded into the Priority Learners process.</p>



### Planning for next year:

The Stratford Board of Trustees are committed towards raising the achievement of Maori students and reducing disparity between Maori and New Zealand European students. After reviewing the Raising Achievement for Maori Plan from the Principal, the Board have planned in 2018 to:

- Strengthen Whanau voice by holding the Komiti Matua meetings at the local marae
- Support staff with funding to provide more opportunities for online Te Reo Classrooms
- Support staff with funding to provide a Te Reo Maori and Tikanga Maori Specialist Classes in Year 3-8 during Curriculum Release Time (Specialist support and extension).
- Support staff with funding to provide them with the opportunity to extend their own understanding of Te Reo Maori and TiKanga Maori through Te Wananga o Aotearoa.

Student achievement targets:

- Maori students and boys (Year 3-8) who were below (Tier 2) National Standards in writing and mathematics (2017) will make accelerated progress (more than one years progress).
- Teams will aim to accelerate priority learners progress in mathematics and writing by planning for deliberate actions.
- Teams will develop a better understanding of individual students learning needs through improved formative assessment techniques.
- Teams will effectively track progress of student progress with the aim of accelerating both priority learning groups.