

# 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><b>Stratford Primary School (SPS) Standards:</b> Māori students and boys (Year 3-8) who were below (Tier 2) SPS Standards in writing and mathematics (2017) will make accelerated progress (more than one years progress).</p>		
<b>Target:</b>	<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 SPS Standards.</p> <p><u>Target Goals for Year 3-8 (Tier 2):</u></p> <ol style="list-style-type: none"> <li>1. Māori learners will make accelerated progress in writing and mathematics.</li> <li>2. Boys will make accelerated progress in writing and mathematics.</li> <li>3. Girls will make accelerated progress in writing and mathematics.</li> </ol>		
<b>Baseline Data:</b>	<p>At the end of 2017, National Standard results showed in <b>Writing</b> that:</p> <ul style="list-style-type: none"> <li>• 18 (16%) Māori learners were 'Below' (Tier 2) National Standards in writing compared with 24 (10%) New Zealand European learners in Year 2-7.</li> <li>• 18 (16%) Boy learners were also 'Below' (Tier 2) National Standards in writing in Year 2-7.</li> </ul> <p>At the end of 2017, National Standard results showed in <b>Mathematics</b> that:</p> <ul style="list-style-type: none"> <li>• 21 (28%) Māori learners were 'Below' (Tier 2) National Standards in mathematics compared with 37 (16%) New Zealand European learners in Year 2-7.</li> <li>• 17 (15%) Boy learners were also 'Below' (Tier 2) National Standards in mathematics in Year 2-7.</li> </ul>		



## Tātaritanga raraunga

<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><i>At the start of 2018, students were placed into 4 tiers. Teams then used a tracking system to show progress all students were making over the year.</i></p> <p><i>As part of this process, Teams in Year 3-8 focused on accelerating progress of Tier 2 learners in writing and mathematics. They compared the progress of Māori students and boys as they reflected on student progress.</i></p> <p><i>Teams explored the concept of Learner Agency after visiting schools in Palmerston North. As they trialled different strategies they used student voice, formative assessment and teacher observations to reflect on the level of their teaching that positively impacted on student achievement in writing and mathematics. This information was monitored by the Leadership Team, before being</i></p>	<p><b>Accelerated Progress in Writing</b>, where students moved from 'below' to 'at-above' Stratford Primary School Standards: Year 3-4= 8/17 (47%) students made accelerated progress, Year 5-6= 5/11 (45%) students made accelerated progress, and Year 7/8= 13/14 (93%) students made accelerated progress.</p> <p><i>Overall the number of students who made accelerated progress in writing were: Overall= 26/42 (62%), Māori= 10/17 (59%), Boys= 11/20 (55%), Girls= 5/5 (100%).</i></p> <p><b>Accelerated Progress in Mathematics</b>, where students moved from 'below' to 'at-above' Stratford Primary School Standards: Year 3-4= 8/18 (44%) students made accelerated progress, Year 5-6= 4/14 (29%) students made accelerated progress, and Year 7/8= 10/15</p>	<p><b>Writing:</b> Progress in writing for priority learners has been embedded in 2018. Teacher feedback and goal setting continues to have a positive effect on student progress. Younger learners need time and support to consolidate their learning. However, the success of Year 7-8 students illustrates the longer students are at SPS, the greater chance we have of accelerating their progress. Overall most Tier 2 students are making progress. A small number of students progress declined, where they may need more specialised support through an IEP.</p> <p><b>Mathematics:</b> Progress in mathematics is slightly slower than writing. This could relate to teacher knowledge around teaching mathematical knowledge and developing a deeper understanding of the learning</p>	<p><b>Schoolwide:</b> The Leadership Team, with Team Leaders, reviewed the process for tracking and monitoring Priority Learners. The aim is to further embed the process for accelerating students progress. This has been refined, with explicit guidelines for teachers to follow that includes providing ongoing formative assessment on Priority Learners Progress.</p> <p><i>The Leadership Team are also developing a better way to track the same cohort (differentiated in sub cohorts) for three years, in comparison to new students who come into the school. This will further strengthen data analysis and resourcing. In addition, the Leadership Team are aiming to show the progress of all students over time.</i></p> <p><i>Learner Agency and Differentiated will strategically developed into</i></p>

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<p><i>collated and shared with the Board of Trustees each term.</i></p> <p><i>Individual teachers showed evidence of their learning journey through the Spiral of Inquiry. This was illustrated through a Google Blog or Google site.</i></p>	<p><i>(67%) students made accelerated progress.</i></p> <p><i>Overall the number of students who made accelerated progress in mathematics were: Overall= 22/46 (48%), Māori= 10/23 (43%), Boys= 9/14 (64%), Girls= 3/10 (30%).</i></p>	<p><i>progressions. The formative assessment process for mathematics was also only introduced in 2018. Many students are making progress, while nearly half have made accelerated progress. Most Year 7-8 students have made accelerated progress. Plans have already been developed to embed the ALIM approach and look deeper at assessment data, including reintroducing PAT assessment to support teachers in 2019</i></p>	<p><i>teacher practice through targeted professional development (to further support the accelerated progress of priority learners). The outcome will be the development of a schoolwide pedagogy and exploration of a localised curriculum. Teacher inquiries and Core Learning Progressions will also be reviewed to support the above.</i></p> <p><i>In school coaches will also be explored for mathematics (ALIM) and Oral Language, with the aim of embedding best practice across the school.</i></p>
<p><b>Planning for next year:</b></p>			
<p>The Stratford Primary School Board of Trustees will continue to address the learning gap for Tier 2 Priority Learners in 2019. The focus will remain around the Core Learning Areas of writing and mathematics.</p> <ol style="list-style-type: none"> <li>1. Māori students (Year 3-8) who were below standards in writing and mathematics (2018) will make accelerated progress (more than one years progress).</li> <li>2. Boy learners (Year 3-8) who were below standards in writing and mathematics (2018) will make accelerated progress (more than one years progress).</li> </ol>			