

Analysis of Variance Reporting



School Name:	Stratford Primary School	School Number:	2244
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Strategic Aim:	<p><u>Strategic Goals:</u></p> <ol style="list-style-type: none"> 1. BUILDING teachers capability so all students can achieve to their potential. 2. PRIORITISING the first four years of a child's schooling so they can achieve success with the Stratford Primary School Standards. 3. EMBEDDING learner agency and differentiation to empower students. 4. CREATING a future focused curriculum so all learners become well rounded people.
Annual Aim:	<p><u>2019 Annual Outcomes:</u></p> <ol style="list-style-type: none"> 1. To develop 'Differentiation' as a teaching tool and 'Learner Agency' that empowers students as learners. 2. To grow capability leadership to support the development of learner agency and differentiation.
Target:	<p><u>Stratford Primary School Standards Targets 2019:</u></p> <ol style="list-style-type: none"> 1. Māori students (Year 3-8) who were below standards in writing and mathematics (2018) will make accelerated progress (more than one years progress). 2. Boys (Year 3-8) who were below standards in writing and mathematics (2018) will make accelerated progress (more than one years progress).
Baseline Data:	<p>At the end of 2018, Stratford Primary School Standard results showed in Writing that:</p> <ul style="list-style-type: none"> • 21 (25.5%) Māori learners were 'Below' standards in writing compared with 39 (18%) New Zealand European learners in Year 2-7. • 42 (24.4%) Boys were also 'Below' standards in writing in Year 2-7. <p>At the end of 2018, Stratford Primary School Standard results showed in Mathematics that:</p> <ul style="list-style-type: none"> • 27 (33%) Māori learners were 'Below' standards in mathematics compared with 52 (24.1%) New Zealand European learners in Year 2-7. • 42 (24.4%) Boys were also 'Below' standards in mathematics in Year 2-7.

Tātaritanga raraunga

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>
<p><i>Teams used an internal tracking system to show progress for all students over the year.</i></p> <p><i>As part of this process, Teams in Year 3-8 focused on accelerating progress of students who were just below expectations in writing and mathematics. They compared the progress of Māori students, boys and girls as they reflected on student progress.</i></p> <p><i>Formative assessment was included in the tracking process, which highlighted why/why not students were making accelerated progress. Teachers adapted their teaching approach to meet the needs of learners. Learner Agency was at the forefront of their adaptations and differentiation of learning programmes.</i></p> <p><i>Overall progress was monitored by the Leadership Team, before being 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>Teams explored in depth the concept of Learner Agency, building on the work that had started the previous year.</i></p>	<p><u>Writing Yr 3-8:</u> <i>The number of students who made accelerated progress were... Māori: 11/26= 42%; Boys: 15/36= 42%; Girls: 10/16= 63%</i></p> <p><i>When comparing Year Group Cohorts, the number of students who made accelerated progress were... Yr 3-4: 15/28= 54%; Yr 5-6: 5/19= 26%; Yr 7-8: 16/31= 52%</i></p> <p><i>Overall Accelerated Progress in writing for the Yr 3-8 target groups was:</i> 36/78= 46%</p> <p><u>Mathematics Yr 3-8:</u> <i>The number of students who made accelerated progress were...Maori: 10/26= 38%; Boys: 16/31= 52%; Girls: 13/28= 46%</i></p> <p><i>When comparing Year Group Cohorts, the number of students who made accelerated progress were...Yr 3-4: 13/29= 45%; Yr 5-6: 7/23= 30%; Yr 7-8: 19/33= 58%</i></p> <p><i>Overall Accelerated Progress in mathematics for the Yr 3-8 target groups was:</i> 39/85 = 46%</p>

Reasons for the variance: *Why did it happen?*

Discussion points (Areas for improvement):

1. *There is still some variation in how teams tracked student progress. Transitions from one team to another also highlighted some variation in moderation.*
2. *One group of students had 4 teachers over the year.*
3. *Māori achievement is 4% below the cohort for writing and 8% below for mathematics. Boys achievement is 4% below the cohort for writing and 6% above for mathematics. Year 5-6 students were 16% below the cohort in writing and 18% below the cohort in mathematics.*
4. *An analysis of students writing results who did not make accelerated progress showed that...*
 - a. *11 students (39%) had less than 90% attendance rate (3 students were less than 80% attendance rate).*
 - b. *15 (53%) of these students had had more than one school.*
 - c. *4 students (14%) had experienced some form of trauma.*
 - d. *12 students (42%) had issues happening outside of school.*
 - e. *18 (64%) had received literacy interventions.*
 - f. *8 (28%) had behaviour issues.*
5. *An analysis of students mathematics results who did not make accelerated progress showed that...*
 - a. *20 students (55%) had less than 90% attendance rate (3 students were less than 80% attendance rate).*
 - b. *12 (33%) of these students had had more than one school.*
 - c. *14 students (39%) had experienced some form of trauma.*
 - d. *21 students (58%) had issues happening outside of school.*
 - e. *21 (58%) had received numeracy interventions.*
 - f. *11 (31%) had behaviour issues.*

Tātaritanga raraunga

Discussion points (Areas that worked well):

1. *The continued close monitoring of student progress from the Leadership Team, which is regularly shared with the Board.*
2. *Commitment of teachers, the Leadership Team and the Board to make a difference and accelerate student progress. This was evidence from teachers formative assessment notes on student progress and Board members discussions around this issue.*
3. *The success of interventions to raise student achievement in mathematics and literacy.*
4. *Continued refinement of the system to monitor and track student progress. Team Leaders are having greater input into analysing and reviewing the system for accelerating priority learners progress. This is raising teacher capability.*
5. *The accelerated progress of Year 7/8 students. In writing the Year 7-8 cohort was 6% above the cohort for writing and 12% above the cohort for mathematics. Girls were also 17% above the cohort for writing and at the cohort average for mathematics.*

Evaluation *Where to next?*

1. *The collaborative process for accelerating students just below expectations continues to focus teams on raising student achievement in writing and mathematics. This is supported by the Individual Education Plan (I.E.P) process for students who are well below expectations in reading, writing and mathematics.*
2. *Next steps:*
 - a. *Assessment Process: The Tier System language will be replaced with Priority Learners (Just below expectations and students on IEPs). The Leadership Team will review the assessment system with the aim of showing individual student progress that includes the key competencies from the NZC over time.*
 - b. *Teacher practice: Rather than recording formative assessment notes on student progress, teachers will illustrate how they are changing their practice to accelerate Priority Learners.*
 - c. *Teams in Years 3-8 will continue to focus on priority learners. However, the Year 1-2 Teams will look to accelerate Priority Learners in Reading and Mathematics. The Year 2 and Year 8 Priority Learners progress will be reported to the Board.*
 - d. *Teams will track priority learners as part of the appraisal process. Teams will discuss accelerated progress at Team Meetings, where they will moderate this progress.*

Tātaritanga raraunga