

Analysis of Variance Reporting



School Name:	Stratford Primary School	School Number:	2244
Strategic Aim:	PRIORITISING the first 4 Years of a child's schooling so they achieve success with Stratford Primary School Standards.		
Annual Aim:	To ensure Year 8 students who leave Stratford Primary School are 'At' or 'Above the Year 8 level of learning for reading, writing and mathematics. To ensure Year 2 students who were 'below' their year level of learning for reading, writing and mathematics make accelerated progress.		
Target:	<ol style="list-style-type: none"> 1. Year 8: <ol style="list-style-type: none"> a. 7 students will make accelerated progress in writing. b. 10 students will make accelerated progress in mathematics. 2. Year 2: <ol style="list-style-type: none"> a. 17 students will make accelerated progress in reading. b. 13 students will make accelerated progress in mathematics. 		
Baseline Data:	<p>Writing: Year 8 Cohort (Year 7 2019 data)</p> <ul style="list-style-type: none"> • Cohort (44): 7= Below the Stratford Primary School Standards • Boys (15): 4= Below • Māori (10): 5= Below • 2+ Years at SPS (34) 7= Below <p>Mathematics: Year 8 Cohort (Year 7 2019 data)</p> <ul style="list-style-type: none"> • Cohort (44): 10= Below the Stratford Primary School Standards • Boys (15): 2= Below • Māori (10): 3= Below • 2+ Years at SPS (34) 8= Below <p>Reading: Year 2 Cohort (Year 1 2019 data)</p> <ul style="list-style-type: none"> • Cohort (40): 16= Below the Stratford Primary School Standards • Boys (23): 9= Below • Māori (10): 3= Below <p>Mathematics: Year 2 Cohort (Year 1 2019 data)</p> <ul style="list-style-type: none"> • Cohort (36): 13= Below the Stratford Primary School Standards • Boys (23): 11= Below • Māori (10): 6= Below 		

Actions: What did we do?	Outcomes: What happened?	Reasons for the variance: Why did it happen?
<p>Teams identified students who were just below expectations in reading (Yr 2), Writing (Yr 3-8) and Mathematics. The Leadership Team tracked Year 2 (Reading and Mathematics) and Year 8's (Writing and Mathematics). This was reported to the Board of Trustees through the year.</p> <p>A consistent system for tracking student progress was followed across the teams. Teams shared student progress and direct acts of teaching at team meetings.</p> <p>Teachers, in their teams, reflected two to three times in the term on what changes they had made to their teaching practice to accelerate students' progress.</p> <p>The Associate Principal trialled an inquiry approach in Reading focusing on Year 2 learners. This was directed by the AP, had clear timeframes for sharing student progress and involved two review meetings per term.</p>	<p><u>Year 2 Reading:</u> 9/17 students made accelerated progress (53%)</p> <p><u>Year 2 Mathematics:</u> 5/9 students made accelerated progress (55%)</p> <p><u>Year 8 Writing:</u> 2/6 students made accelerated progress (33%)</p> <p><u>Year 8 Mathematics:</u> 3/9 students made accelerated progress (33%).</p>	<p>The Covid-19 Pandemic had a significant impact on students learning progress in 2020. Teachers effectively lost 12-15 weeks of core learning time due to the disruption caused by the pandemic.</p> <p>Shifts appeared to be more significant in the Year 2 Reading Inquiry. This inquiry had direct teacher actions to support individual students. Teachers reflected on individual students progress and the effect their teaching had on student learning. Specific assessment was analysed and shared as a collaborative group.</p> <p>Year 8 strategies had less impact on student progress. Teachers shared what worked in writing and mathematics. For example, in writing they provided more choice and medium for students to write from. In mathematics, buddy teaching and mixed ability grouping strategies were used. These strategies proved successful in engagement.</p> <p>Year 7-8 teachers discussed how double dose learning was impacted by school events, and some student attitudes in writing.</p> <p>The Deputy Principal and Associate Principal reviewed results and identified in some cases that teachers had incorrect OTJs, where the teacher marked too hard.</p>

1. **Review of schoolwide data trends:** Overall, results show the longer students remain at Stratford Primary School (SPS), the greater chance there is to move these students. This is more significant in reading (+ 11%), than writing (+6%), while there is minimal change for Mathematics (2%). An analysis of reading, writing and mathematics data is illustrated below. Results compare students who have been at SPS for three years (3+ cohort) with the current school cohort for all students, girls, boys and Māori students, who have met or exceeded the expectations for reading, writing and mathematics.

a. Reading:

- i. 3+ School Cohort= **76%** compared with the Current School Cohort = **65%**
- ii. 3+ Girls Cohort = **84%** compared with the Current Girls Cohort = **73%**
- iii. 3+ Boys Cohort = **68%** compared with the Current Boys Cohort = **58%**
- iv. 3+ Māori= **67%** (Girls= 83%; Boys= 52%) compared with the Current Māori Cohort = **54%** (Girls= 62%; Boys= 46%).
- v. New Student Cohort enrolled in 2020= 45%.

Overall, Reading is a strength at Stratford Primary, particularly for the 3+ Māori Cohort (13% shift), 3+ School Cohort (11% shift) and 3+ Girls Cohort (11% shift). Although Boys in the 3+ Cohort moved by 10%, they are still 16% below the Girls 3+ Cohort. This trend is similar for Māori Boys where the shift over three years was only 6% and they are 12% lower than the Boys 3+ cohorts. These figures highlight boys learning and Māori boys need to be a priority. New students enrolling at SPS are also below the other cohorts. This data supports the notion that new students to SPS are coming in below other cohorts, while the longer we retain students in reading, the greater chance we have of accelerating their progress.

b. Writing:

- i. 3+ School Cohort = **66%** compared with Current School Cohort = **60%**
- ii. 3+ Girls Cohort = **77%** compared with Current Girls Cohort = **71%**
- iii. 3+ Boys Cohort = **57%** compared with Current Boys Cohort = **49%**
- iv. 3+ Māori Cohort= **61%** (Girls= 78%; Boys= 44%) compared with the current Māori Cohort= **52%** (Girls= 65%; Boys= 31%)
- v. New Students Cohort enrolled in 2020= 55%.

Girls writing in the 3+ Cohort (77%) and Current Girls Cohort (71%) are well above both boy cohorts. The girls shift over three years was 6% and their achievement is 20% above the boys. The Boys 3+ cohort has made 8% shift over the three years, which is more than the girl cohorts. The 3+ Māori cohort made the greatest shift over 3 years (9%). They are also doing better than the 3+ Boys Cohort (by 4%), but are below the 3+ Girls Cohort (by 16%). However, 3+ Māori Girls Cohort has the highest achievement in writing at 78% (13% shift). 3+ Māori Boys Cohort had made a 13% shift but are the lowest achieving group at 44%. New students enrolling at SPS are below all the cohorts, but this is not as significant as Reading. This data further supports the notion that boys and Māori boys learning needs to be the priority.

c. Mathematics:

- i. 3+ School Cohort = **62%** compared with Current School Cohort = **60%**
- ii. 3+ Girls Cohort = **65%** compared with Current Girls Cohort= **62%**
- iii. 3+ Boys Cohort = **60%** compared with Current Boys Cohort= **58%**
- iv. 3+ Māori Cohort= **50%** (Girls= 61%; Boys= 39%) compared with the current Māori Cohort= **52%** (Girls= 49%; Boys= 54%)
- v. New Students Cohort enrolled in 2020= 59%.

Mathematics is an area that needs reviewing. The 3+ School Cohort shifts in Mathematics (+2%) are minimal compared with Reading (+11%) and Writing (+6%). A review of the mathematics schoolwide scheme of work and data needs to occur in 2021, which has already started through the Kahui Ako PAT Data Analysis. 3+ Girls cohort are achieving better than boys (by 5%). The 3+ Girls Cohort moved 3% over three years compared to the 3+ Boys Cohort (2%). Māori students were achieving the lowest in mathematics. The 3+ Māori Cohort are behind the 3+ School Cohort by 12%. However, the Māori Girls 3+ Cohort is just below the School Cohort (by 1%). Māori Girls 3+ Cohort shifted by 12%, the most by any group. However, Māori 3+ Boys Cohort declined by 15%. New students performed better than expected compared with reading and writing. A question to consider when reviewing mathematics is looking at the early achievement of Māori boys and new students in their first few years of schooling. This data further supports the notion that Boys and Māori boys learning need to be the priority.

d. A challenge for Stratford Primary School is the number of learners who have additional learning needs. This is highlighted by the data below:

i. ORS students:

- Current School Cohort = 3% (14) Girls = 3% (6) Boys = 4% (8)
- Māori Cohort = 5% (6) Māori Girls = 3% (2) Māori Boys = 7% (4)

ii. Students on Learning IEP's (In Class Support, Learning, Behaviour, ESOL):

- Current School Cohort = 24% (105) Girls = 17% (35) Boys = 30% (70)
- Māori Cohort = 33% (42) Māori Girls = 22% (15) Māori Boys = 46% (27)

2. **Review of the Priority Learner Process to accelerate students:** Teams across the school will adopt the inquiry approach used in Year 2 reading this year. The Leadership Team will review 'Year Level' trends to identify which areas could be added to the groups already identified by the Board of Trustees.
3. **The Board of Trustees will continue to:** Monitor the progress of Year 2 students in reading and Year 8 progress in writing and mathematics. This will include feedback using the new inquiry model. Data monitoring will focus on Boys and Māori Boys who are 'below' expectations. Additional data will include: a. Attendance; b. PB4L data; c. Student voice (Yr 8 only), which will provide a more holistic view of students' progress

Planning for next year:

1. The Leadership Team will review schoolwide data and identify Boys and Māori Boys who are not making accelerated progress from year to year.
2. The Leadership Team, with Team Leaders, will review and update the Inquiry process, which will sharpen the focus around Boys and Māori Boys progress and achievement over time.
3. Teacher Pedagogy Development will be... to support Boys and Māori Boys learning: Learner Agency and Student Inquiry; Positive Learning for Behaviour; Māori Language Strategy.
4. Other actions: Exploring setting up and running regular PE classes. Reviewing the teaching, learning and achievement of Mathematics across the school.