

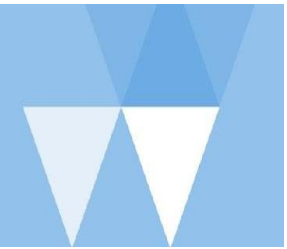
Analysis of Variance Reporting



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 Curriculum Milestones.		
Annual Aim:	<p>All Year 8 learners (with a focus on Māori ako and tane) are meeting or exceeding the Stratford Primary School Curriculum Milestones in reading, writing and mathematics.</p> <ul style="list-style-type: none"> <u>What we hope to achieve in 2021 (Short Term Goals):</u> <p>To ensure Year 2 ako who were 'below' their Year level for reading will make accelerated progress.</p> <p>To ensure Year 4 tane/Māori tane who were 'below' their Year level for mathematics will make accelerated progress.</p> <p>To ensure Year 8 tane/Māori tane who were 'below' their Year level for mathematics and writing will make accelerated progress.</p> 		
Target:	<p><u>Year 2: Reading</u> 12 ako will make accelerated progress for more than one year in reading.</p> <p><u>Year 4: Mathematics</u> Boys/Māori: 6 ako will make accelerated progress for more than one year in mathematics.</p> <p><u>Year 8: Writing</u> Boys/Māori: 13 ako will make accelerated progress for more than one year in writing.</p> <p><u>Year 8: Mathematics:</u> Boys/Māori: 9 ako will make accelerated progress for more than one year in mathematics. Note: Team Based Inquiries will also be occurring for Year 3-4 (Writing), Year 5-6 (Writing and Mathematics) and Year 7 (Writing and Mathematics).</p>		



Baseline Data:	Year 1 Reading Results 2020 (Now Year 2 Students).			
	<ul style="list-style-type: none">Number of ako who were below Green Level 12-14= 17 ako Group Cohort: Out of the 17 ako, 11 were tane, and 6 were girls; 6/17 ako were Māori.			
	Year 3 Mathematics Results 2020 (Now Year 4 ako).			
	<ul style="list-style-type: none">Number of ako who were below the Year 3 Curriculum Milestone = 26 ako Group cohort: Out of the 26 ako, 12 were tane, and 14 were girls; 10/26 ako were Māori.			
	Year 7 Writing Results 2020 (Now Year 8 ako).			
	<ul style="list-style-type: none">The data below shows how many ako were below the Year 7 Curriculum Milestone = 21 ako Group cohort: 19 were tane, and 2 were girls; 8/21 ako were Māori.			
	Year 7 Mathematics Results 2020 (Now Year 8 ako).			
	<ul style="list-style-type: none">The data below shows how many ako were below the Year 7 Curriculum Milestone= 23 ako Group cohort: Out of the 23 ako, 17 were tane, and 6 were girls; 9/23 ako were Māori.			
Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?	
1. In 2020, we successfully trialled an inquiry approach. This was then shared across the other school teams in preparation for 2021. 2. Priority Learners were collaboratively identified by Teams based on 2020 results. Boys and Māori tane who were working towards the Curriculum Milestone were selected.	Reading Yr 2: (1 ako left) <ul style="list-style-type: none">9/11 ako made accelerated progress (all tane and Māori learners made accelerated progress)8/11 ako achieved or exceeded the Curriculum Milestone.	Reading Inquiry: This process was embedded from the previous year and had the most success with 82% of ako making accelerated progress (all 5 tane made accelerated progress). Teachers regularly reviewed data, shared practice and adjusted their teaching (which was persistence and consistent).	What will we do the same in 2022? ✓ Boys and Māori Boys will be selected as Priority Learners as they have the greatest need when compared to girls and other ethnic groups. Junior teachers will still focus on reading within their Team Programme. ✓ We will continue to use the Inquiry Process, directed by a Leader or Team Leader, to continue to grow teacher practice and collaboration. This has shown to impact on teacher practice and ako learning.	



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>
<ul style="list-style-type: none"> The Principal took each teacher through the process before it began to ensure consistency. Teams of teachers used an inquiry approach to accelerate learners' progress. Teams met twice a term to share and review their inquiry. Teachers videoed themselves and reflected on their teaching as part of the process. Teachers shared their reflections with the team. This enhanced collaborative inquiry and teacher growth in practice and data analysis. Teams moderated ako progress at the end of each term. The Principal presented progress to the Board each term. 	<p>Mathematics Yr 4:</p> <ul style="list-style-type: none"> ✓ 2/6 ako made accelerated progress (Both were Māori tane). <p>Writing Yr 8: (2 ako left)</p> <ul style="list-style-type: none"> ✓ 5/11 ako made accelerated progress (Two were Māori tane). <p>Mathematics Yr 8:</p> <ul style="list-style-type: none"> ✓ 1/7 ako made accelerated progress. 	<p>Writing Inquiry:</p> <p>Teams collaborated together and regularly reflected on ako progress. Teachers identified gaps in their own knowledge, which has led to the 2022 Writing Professional Development.</p> <p>What were the barriers:</p> <ol style="list-style-type: none"> Covid-19 continues to impact on the ability of teachers to accelerate learners' progress. This is because of two disruptions in the year, particularly in Term 3, impacted on the continuity of programmes. Year 7-8 learners' wellbeing has also been affected by Covid-19 e.g. motivation to learn. The pandemic continues to affect teacher well being. Selection of some ako: We still had some ako who needed to make too many sublevels to make accelerated progress. These ako were more suited to a Individual Education Plan. Three groups of ako learning were disrupted due to staff changes. Two teachers left at the end of Term 1 and beginning of Term 2. One class 	<p>What will we do the same in 2022?</p> <ul style="list-style-type: none"> ✓ Teachers will continue to track ako progress' through the Inquiry Process. This will be part of the Professional Growth Cycle. ✓ Team Leaders will continue to work with teachers to moderate Assessment Markbooks on eTap. <p>What will we do differently in 2022?</p> <ul style="list-style-type: none"> ➤ Writing will be the Inquiry Focus in 2022. Professional Development in writing will further support this approach. An external provider has been sourced through a PLD Application, with 120h approved. ➤ ERO are working with the school through the new review approach. Writing has been identified for the review to support the school's internal review.

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		<p><i>had relief teachers for half of Term 2. Another class had a teacher away for a period of time due to illness.</i></p> <p><i>4. Students need support in Writing and Mathematics. However, to effectively grow teacher practice to accelerate learners we are looking at having one Curriculum focus in 2022. Writing will be the focus in 2022, while mathematics will be the focus in 2023.</i></p>	<p>➤ <i>Teams will explore how they can engage whanau through the priority learner inquiry for writing, with the aim of making them more aware of ako's writing goals and progress over the year.</i></p> <p>➤ <i>Mathematics will not have a specific inquiry. However, teams will have priority learners they will discuss and keep on top at each Team Meeting, with a specific focus around ako basic fact knowledge.</i></p>
Planning for next year:			
<ol style="list-style-type: none"> <i>The Stratford Primary School Board will continue to have a focus on raising the achievement of tane and Māori tane. This will be funding additional teacher aides, providing professional development opportunities for staff and listening to regular presentations from staff so they are fully informed of the challenges facing the Stratford Primary School Team to accelerate akonga progress.</i> <i>The Board will be kept well informed of priority akonga progress throughout 2022, including the impact of professional development to support teachers.</i> <i>Writing will be the focus in 2022, where the teaching staff will be provided support from an external writing facilitator.</i> <i>Teams will inquire into the progress of priority akonga in writing. Teams will also keep mathematics on top by inquiring into identified priority akonga through discussions at Team Meetings and explicit planning. The Deputy Principal will work with teachers to inquire into akonga progress with basic facts.</i> <i>The Leadership Team will support Team Leaders and Teams to accelerate akonga progress and to ensure data is consistent and accurate.</i> 			