

Analysis of Variance Reporting



School Name:	Stratford Primary School		School Number:	2244												
Strategic Aim:	<p>2. PRIORITISING the first 4 Years of a child's schooling so they achieve success with Stratford Primary School Curriculum Milestones.</p> <p>3. To 'BUILD' teachers capability by embedding the Stratford Primary School Teaching Philosophy into the SPS Curriculum, which supports each student to be the best they can be.</p>															
Annual Aim:	<p><u>What we hope to achieve (Long Term Goals):</u> All Year 8 learners (with a focus on Māori students and boys) are meeting or exceeding the Stratford Primary School Curriculum Milestone in writing.</p> <p><u>What we hope to achieve in 2022 (Short Term Goals):</u> To ensure our priority learners (who were 'working towards' their year level for writing in 2021) will make accelerated progress where they achieve the 'Writing Milestone' in 2022. The selected groups are: Year 3-4 Boys/Māori boys; Year 5-6 Boys/Māori boys; Year 7-8 Boys/Māori boys.</p>															
Target:	<p><u>Target for 2022:</u> All Priority Learners make accelerated progress (More than 1 year's progress).</p>															
Baseline Data:	<table border="1"> <thead> <tr> <th>Year Level</th> <th>Working Within or Exceeding the Curriculum Writing Milestone</th> <th>Working Towards the Curriculum Writing Milestone</th> </tr> </thead> <tbody> <tr> <td>Year 2-3</td> <td>26 Boys (55%); 4 Māori Boys (40%)</td> <td>20 Boys (43%); 5 Māori Boys (50%)</td> </tr> <tr> <td>Year 4-5</td> <td>29 Boys (53%); 6 Māori Boys (43%)</td> <td>13 Boys (24%); 4 Māori Boys (29%)</td> </tr> <tr> <td>Year 6-7</td> <td>30 Boys (46%); 5 Māori Boys (50%)</td> <td>15 Boys (23%); 3 Māori Boys (30%)</td> </tr> </tbody> </table>				Year Level	Working Within or Exceeding the Curriculum Writing Milestone	Working Towards the Curriculum Writing Milestone	Year 2-3	26 Boys (55%); 4 Māori Boys (40%)	20 Boys (43%); 5 Māori Boys (50%)	Year 4-5	29 Boys (53%); 6 Māori Boys (43%)	13 Boys (24%); 4 Māori Boys (29%)	Year 6-7	30 Boys (46%); 5 Māori Boys (50%)	15 Boys (23%); 3 Māori Boys (30%)
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Actions: What did we do?	Outcomes: What happened?	Reasons for the variance: Why did it happen?
<ol style="list-style-type: none"> 1. Teams were involved in identifying priority learners. 2. Teachers were provided with 100 hours of Professional Development from an external Writing facilitator, with support from the Associate Principal. This included: <ol style="list-style-type: none"> a. The facilitator modelling lessons and using research to support modelled lessons. b. Teachers videoed and reflected on their writing lessons. c. Teachers were observed teaching a small group, where they received feedback on their practice. d. Teams inquired into what was working and next steps through structured meetings. 3. The Associate Principal gathered teachers and ākonga feedback throughout the year. This was used to track what was working and identify next steps. 4. The Principal tracked Priority Learner progress through the year. This was presented to the Board each term. The Board were informed of what was working and barriers to learning. 	<p><u>Priority Learners Roopu reported to the Board:</u> Out of 18 Boys in Year 3-8:</p> <ul style="list-style-type: none"> ● 5 boys made accelerated progress ● 7 boys made sub level progress without reaching the Writing Curriculum Milestone ● 3 boys made no progress, or their progress declined ● 2 boys left. <p><u>Conclusion:</u></p> <ul style="list-style-type: none"> ● Accelerated Progress= 5/16 (31%) ● Progress = 7/16 (44%) ● No progress/ declining=3/16 (19%). <p>Teams also had extended Priority Learner Roopu in Year 3-8. Overall results showed: 12/47 (26%) made accelerated progress in that they had moved 2+ sub-levels during 2022 18/47 (38%) made expected progress in that they moved 1 sub-level during 2022 17/47 (36%) did not make expected progress in that they did not move a sub-level or decreased by 1 sub-level during 2022.</p>	<p><u>Variation in results was due to a range of factors:</u></p> <ul style="list-style-type: none"> ● Ākonga who made accelerated progress were able to retain and build on their progress in the seven sub level areas. These areas were ideas, language, organisation, vocabulary, sentence structure, punctuation and spelling. They also were hooked into the new writing strategies applied by teachers. ● Ākonga who made progress without reaching the milestone had variation in their sub level progress. They required more time to retain and regularly use the writing features (consistently) in their story writing. ● Ākonga who did not make progress, or their progress declined, were affected by different factors. For example, behaviour issues, attendance, retention and/or social/emotional issues. A review showed that many of these tamariki entered a new syndicate at the start of 2022. As a result, their data did not match what they could do from the previous year. Conclusions from the review showed they were not suited to being priority learners.

Evaluation: Where to next?

3+ Year Cohort review from the Principal: The Principal has been tracking ākonga who have been at Stratford Primary School for three or more years. The Principal has tracked two groups: Individual Education Plan (IEP) ākonga and the remaining ākonga. Results showed for the remaining ākonga in Yr 4, 6 and 8 that...

- 18 (81.7%) of Year 4 ākonga were 'working within' or 'exceeding the Curriculum Milestones. 12 Girls (92.3%) and 6 Boys (66.6%) were 'working within' or 'exceeding' the Curriculum Milestone, which highlighted discrepancy between the genders. 6 Māori ākonga (87.5%) and 17 New Zealand European ākonga (NZE/89.6%) were working within' or 'exceeding' the Curriculum Milestone, which highlighted comparable progress between the two main ethnic groups at Stratford Primary School.
- 20 (73.4%) of Year 6 ākonga were 'working within' or 'exceeding the Curriculum Milestones. 10 Girls (81.4%) and 9 Boys (64.3%) were 'working within' or 'exceeding' the Curriculum Milestone, which again highlighted the discrepancy between the genders. 4 Māori ākonga (80%) and 17 NZE ākonga (77.3%) were 'working within' or 'exceeding' the Curriculum Milestone, which again highlighted comparable progress between the two main ethnic groups at Stratford Primary School.
- As highlighted in the Writing Professional Development Review (see below), Year 8 ākonga were below other cohort groups. 21 (58.4%) of Year 8 ākonga were 'working within' or 'exceeding the Curriculum Milestones. 11 Girls (62.7%) and 11 Boys (55%) were 'working within' or 'exceeding' the Curriculum Milestone. This gap was closer than Year 4 and Year 6 but attainment results were lower. 8 Māori ākonga (61.6%) were achieving slightly better than the 12 NZE cohort (54.5%), which was different to the Year 4 and Year 6 cohorts.
- **Outcome: An ongoing goal will be to track and compare the 3+ Year Cohort with the main school cohort for writing in 2023.**

The Associate Principal and Writing Facilitated Completed the following review at the end of the Writing Professional Development:

Points of Celebration: Points of celebration in the dataset include the conclusions that:

- ★ **A majority (61%) of students at SPS are achieving well** as developing writers in that they are achieving at a level that is 'within' or 'exceeding' national expectations for writing. This is especially the case for students from Years 1, 2, and 4.

Tātaritanga raraunga

- ★ *The **Year 1 and 2** cohorts at SPS are **achieving at a level that is well above national levels for their cohort**, as last reported by the Ministry of Education (in 2017). The Year 1 cohort (n=41) is achieving at a level that is 11% greater than that for the national Year 1 cohort (86% cf. 75%). The Year 2 cohort (n=40) is achieving at a level that is 14% greater than that for the national Year 2 cohort (88% cf. 74%).*
- ★ *In addition, the **Year 4** cohort at SPS (n=43) is achieving at a level that is just below the national Year 4 cohort level (69% cf. 73%).*
- ★ ***Girls** in most year levels (with the exception of Year 3 and Year 8) are doing well with an average of 77% of girls in the Year 1,2,4,5,6 and 7 cohorts achieving 'within' or 'exceeding' national expectations in writing. This is just below the national level for 'all girls' (77% cf. 79%).*
- ★ *The overall level for achievement by **all Māori students** at SPS (63%) is slightly greater than the equivalent national figure (62%). In fact, achievement by Māori students in writing at SPS is 4% greater than achievement by NZE students. Nationally, there is a 15% gap between achievement by NZE students and achievement by Māori students – this is not the case at SPS.*
- ★ *A related point of celebration is the fact that of the 9 girls in Year 8 who achieved in the 'above' range for writing, 7 identify as Māori.*
- ★ *Almost half (9/11) of **Year 7-8 priority learners made accelerated progress** in writing during 2022. Although this did not take them to the achievement level they should be 'within', it is good to see significant progress being made by these students.*
- ★ *It is good to note that teachers feel that they have **made changes to their practice** in terms of:*
 - *Running workshops; Using more diverse ways of motivating topics and tasks*
 - *Using more precise learning goals/success criteria*
 - *Giving students more opportunities to share/celebrate their writing*
 - *Modelling more regularly/more precisely*

This is especially good because research tells us that effective use of these strategies is important in generating greater engagement/ progress/ achievement by students in writing.

Points of Challenge: *Points of challenge in the dataset include:*

→ **Continuing to work on and increase the overall achievement** by students in writing at SPS. To this end, we suggest **2023 targets** of:

- ★ **55% of Year 4 students** (this year's Year 3 students) were achieving 'within' or 'exceeding' national expectations in writing by the end 2023. Although this would constitute an 18% increase from this year (in that just 37% reached this level, we believe that this is achievable in that many of the under-achieving students in this cohort will receive priority attention next year).

Evaluation: Where to next?

- ◆ **73% of Year 5 students** (this year's Year 4 students) were achieving 'within' or '**exceeding**' national expectations in writing by the end 2023 (an increase of 4%). **60% of Year 6 students** (this year's Year 5 students) were achieving 'within' or 'exceeding' national expectations in writing by the end 2023 (an increase of 8%).
 - ◆ **63% of Year 7 students** (this year's Year 6 students) were achieving 'within' or 'exceeding' national expectations in writing by the end 2023 (an increase of 5%).
 - ◆ **60% of Year 8 students** (this year's Year 7 students) were achieving 'within' or 'exceeding' national expectations in writing by the end 2023 (an increase of 8%).
- School-wide, we suggest **a target of 68% of Year 1-8 students achieving 'within' or 'exceeding' national expectations in writing by the end 2023** (an increase of 7%). This should include:
- ◆ **Decreasing the proportion of 'all students' in the 'working towards with support' achievement band by a target of 4%** (from 19% to 15%).
 - ◆ **Decreasing the proportion of 'all students' in the 'working' achievement band by a target of 6%** (from 26% to 20%).
 - ◆ **Increasing the proportion of 'all students' in the 'exceeding' achievement band by a target of 5%** (from 13% to 18%).
- **Decreasing the gap in achievement by boys and girls in writing.** At 17%, it is too wide and the target of decreasing this to **no more than 12%** should be sought. The gap is particularly wide for this year's Year 3 students (a gap of 28%), this year's Year 4 students (a gap of 45%), this year's Year 5 students (a gap of 33%) and this year's Year 7 students (a gap of 29%).
- To this end, attention should be given to **monitoring the gender achievement gap** for next year's Year 4, 5, 6 and 8 cohorts.
- Working at **accelerating the progress of under-achieving students** across the school. In 2022, just 31% of priority learners made accelerated progress, giving them a good chance to 'catch up' with other students. A target of **50% acceleration** should be set for 2023 if the school-wide target of 68% of all students achieving 'within' or 'exceeding' national expectations in writing is to be met.