

Analysis of Variance Reporting



School Name:	Stratford Primary School	School Number:	2244
Analysis of Variance for Planned Actions to Improve Writing Results in 2023			
Strategic Aim:	Strategic Goals: 2. PRIORITISING the first 4 Years of a child's schooling so they achieve success with Stratford Primary School Curriculum Milestones. 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.		
Annual Aim for Writing:	Writing Target Roopu for 2023: 50+% of Priority Learners will be 'Working Within' the Curriculum Milestone for writing. Roopu will be in Year 4, Year 6 and Year 8. They will include all gender and ethnic groups. Roopu will include the current cohort and the 3+ cohort roopu.		
Baseline Writing Data:	Points of Celebration: Points of celebration in the dataset include the conclusions that: <ul style="list-style-type: none"> ★ 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. ★ 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 New Zealand European (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: <ul style="list-style-type: none"> • 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. 		

Writing Target:

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).
 - **73% of Year 5 students** (this year's Year 4 students) were achieving 'within' or 'or' 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 towards' 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.



Actions: What did we do for Writing?	Writing Outcomes: What happened?	Writing Outcomes: What happened? (Continued)
<p><u>Embedding Schoolwide Writing Consistencies:</u> Staff have identified writing features through the professional development undertaken in 2022. The aim is to embed these six key writing features into weekly writing programmes in 2023. The six key features are: 1. Be clear about the writing purpose; 2. Use ākongas writing; 3. Stick to the goal when giving feedback; 4. Do not unpack the whole text when teaching; 5. The writer makes the final changes; 6. Plan the writing workshop.</p> <p><u>Professional Development:</u> Sixty six hours of professional development has been planned with the same external writing facilitator. This will involve teachers sharing practice and receiving feedback as they model writing workshops with tamariki. Teachers will reflect on their teaching and action next steps as part of the professional growth cycle.</p> <p><u>Student Voice, Teacher Voice and Whānau voice:</u> Survey around teacher knowledge and confidence: Use formative and summative assessments to plan for students' learning; Provide explicit whole class and/or small group instruction to meet those needs; Know what makes quality writing, a quality writing programme and the approaches implementing this.</p> <p>Ākonga survey to gather learner voice, which reaffirms the embedding of the six writing features. Teachers engage with whānau of priority learners, which supports ākonga to grow in confidence as they share their writing with a wider audience.</p>	<p>2023 Writing Goal: 50+% of Priority Learners will be 'Working Within' the Curriculum Milestone for writing. Roopu groups will be in Year 4, Year 6 and Year 8. They will include all gender and ethnic groups. Roopu will include the current cohort and the 3+ cohort roopu. However, we extended the groups to include Year 3, Year 5 and Year 7 ākonga.</p> <p>Year 3:</p> <ul style="list-style-type: none"> ✓ 3/8 made accelerated progress in that they had moved 3+ sub-levels during 2023. ✓ 5/8 made expected progress in that they moved 1-2 sub-levels during 2023 (all moved 2 sub-levels). ✓ 8/8 reached the curriculum milestone for Year 3. <p>Year 4:</p> <ul style="list-style-type: none"> ✓ 5/8 made accelerated progress in that they had moved 3+ sub-levels during 2023. ✓ 3/8 made expected progress in that they moved 1-2 sub-levels during 2023 (all moved 2 sub-levels). ✓ 6/8 reached the curriculum milestone for Year 4. <p>Year 5:</p> <ul style="list-style-type: none"> ✓ 4/11 made accelerated progress in that they had moved 3+ sub-levels during 2023. ✓ 6/11 made expected progress in that they moved 1-2 sub-levels during 2023 (all moved 2 sub-levels). ✓ 11/11 reached the curriculum milestone for Year 5. <p>Year 6:</p> <ul style="list-style-type: none"> ✓ 3/7 made accelerated progress in that they had moved 3+ sub-levels during 2023. ✓ 2/7 made expected progress in that they moved 	<p>1-2 sub-levels during 2023 (all moved 2 sub-levels). ✓ 5/7 reached the curriculum milestone for Year 6.</p> <p>Year 7:</p> <ul style="list-style-type: none"> ✓ 4/6 made accelerated progress in that they had moved 3+ sub-levels during 2023. ✓ 2/6 made expected progress in that they moved 1-2 sub-levels during 2023 (all moved 2 sub-levels). ✓ 5/6 reached the curriculum milestone for Year 7. <p>Year 8:</p> <ul style="list-style-type: none"> ✓ 6/9 made accelerated progress in that they had moved 3+ sub-levels during 2023. ✓ 3/9 made expected progress in that they moved 1-2 sub-levels during 2023 (all moved 2 sub-levels). ✓ 6/9 reached the curriculum milestone for Year 8. <p>Year 3-8:</p> <ul style="list-style-type: none"> ✓ 25/49 (51%) made accelerated progress in that they had moved 3+ sub-levels during 2023. ✓ 21/49 (42.9%) made expected progress in that they moved 1 sub-level during 2023. ✓ 2/49 (4.1%) did not make expected progress in that they did not move a sub-level during 2023. <p>In addition:</p> <ul style="list-style-type: none"> ✓ 41/49 (83.7%) reached the curriculum milestone for their year level. ✓ 21/49 (42.9%) reached the top echelon of the curriculum milestone for their year level.

Reasons for the variance in Writing: Why did it happen?

The Deputy 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:

There are numerous points of celebration in the dataset. Even though some of the targets we established from the 2022 dataset were not met, some important ones were met.

- ✓ **A majority of students at SPS are continuing to achieve well** as developing writers. Across all students in the Year 1-8 cohort, **63.2% are achieving 'at' or 'above' national expectations for writing**. Although this proportion does not meet the target we set for 2023 (68%), it is 2.3% greater than the equivalent proportion achieved in 2022 (61%). I suggest that a target of 68% still be in place for 2024.
- ✓ Furthermore, the **proportion of all students achieving 'above' national expectations** is 5.2% greater than the equivalent proportion in 2022 (18% cf. 12.8%) meaning that the 2023 target of 5% increase has been achieved; and the **proportion of all students achieving 'below' national expectations** is 8.7% lower than the equivalent proportion in 2022 (17.3% cf. 25.7%) meaning that the 2023 target of 6% decrease has been achieved.
- ✓ Students in some year level cohorts at SPS are **achieving at a level that is above (sometimes well above) what they achieved in 2022**. In particular:
 - The **Year 2 cohort** (n=45) is achieving at a level that is 12.4% greater than what they achieved as Year 1s in 2022 (97.8% cf. 85.4%).
 - The **Year 4 cohort** (n=50) is achieving at a level that is 33.4% greater than what they achieved as Year 3s in 2022 (72% cf. 38.6%).
 - The **Year 6 cohort** (n=59) is achieving at a level that is 7.3% greater than what they achieved as Year 5s in 2022 (59.3% cf. 52%).
 - The **Year 8 cohort** (n=64) is achieving at a level that is 11.6% greater than what they achieved as Year 7s in 2022 (64.1% cf. 52.5%).
- ✓ The **results for the Year 8 cohort are particularly good** in that they suggest that almost two-thirds of Year 8 students are moving to secondary school well prepared for the challenges of secondary school writing. This is considerably better than last year when less than half the Year 8 cohort (47.1%) moved to secondary school ready to take on the same challenges. This also means that **several cohorts have met or exceeded the achievement targets** we set for them for 2023. In particular:
 - The **Year 4 cohort** (n=50) is achieving at a level that is 17% greater than their 2022 target (72% cf. 55%).
 - The **Year 6 cohort** (n=59) is achieving at a level that almost reaches their 2022 target (59.3% cf. 60%).
 - The **Year 8 cohort** (n=64) is achieving at a level that is 4.1% greater than their 2022 target (64.1% cf. 60%).
- ✓ **Girls at SPS (n=189) have made very good progress** across the school during 2023. The proportion of all girls achieving 'at' or 'above' national expectations for writing has increased from 68.4% in 2022 to 75.7% in 2023. At 75.7%, this proportion is moving close to what the Ministry of Education last reported (in 2017) as the national proportion for all girls across the country in writing (79.4%). An outstanding aspect of this result is that **79.2% of Year 8 girls** are moving on to secondary school 'at' or 'above' national expectations for writing in 2023 compared to just 35% in 2022.



- ✓ **NZE students at SPS (n=260) have also made good progress** across the school during 2023. The proportion of all NZE students achieving 'at' or 'above' national expectations for writing has increased from 59.3% in 2022 to 65.8% in 2023.
 - Arguably, the most outstanding result from the 2023 dataset relates to the **progress made during the year by a cohort of Year 3-8 priority students**. These are students (n=49) who had been identified as under-achieving in writing at the beginning of 2023 but who were considered capable of making good progress if given targeted teaching. Almost all of these students (47/49) made **accelerated or expected progress** during the year. And not only did most of them (41/49) **meet the curriculum expectation or milestone** for their year level in writing by the end of the year, but close to half of them (21/49) **reached the top echelon of the curriculum expectation or milestone** for their year level. This may account for the previously reported big drop of students in the 'below' achievement band across the school (from 25.7% in 2022 to 17.3% in 2023).

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

- Although students in some year level cohorts are achieving reasonably well (especially Years 1, 2, 4, 8), students in some other year level cohorts are **achieving less well**. To this end, particular attention should be given to monitoring the progress of the:
 - **Year 4 cohort in 2024** in that average achievement by these students as a Year 3 cohort in 2023 (36.2%) is 51.3% lower than what they achieved as Year 2s in 2022 (87.5%). It is recommended that a target of at least **50% of Year 4s** achieving 'at' or 'above' national expectations be set for 2024.
 - **Year 6 cohort in 2024** in that average achievement by these students as a Year 5 cohort in 2023 (55.8%) is 14% lower than what they achieved as Year 4s in 2022 (69.8%). It is recommended that a target of at least **60% of Year 6s** achieving 'at' or 'above' national expectations be set for 2024.
 - **Year 8 cohort in 2024** in that average achievement by these students as a Year 7 cohort in 2023 (53.6%) is 4.1% lower than what they achieved as Year 6s in 2022 (57.7%). It is recommended that a target of at least **60% of Year 8s** achieving 'at' or 'above' national expectations be set for 2024.

It is also recommended that an inquiry be undertaken as to **possible reasons for these 2022-2023 decreases**, especially the dramatic decrease by the Year 3 cohort.

As dramatic as the Year 3 2022-2023 achievement decrease is **the increase of the 2022-2023 achievement gap between boys and girls at SPS**. We suggested last year that a gap of 17.2% (the 2022 gap) was too wide but this year the gap has increased to 22.8%. Interestingly enough, this largely appears to be the result of the girls doing so well during 2023 (increasing their achievement by 7.3%) whereas the boys have remained reasonably 'still' with just an increase of 1.7%.

Boys' achievement levels in this years' Year 3 (27.6%), Year 5 (38.5%), Year 6 (48.4%) and Year 7 (33.3%) cohorts are of particular concern, meaning that the progress of boys in the Years 4, 6, 7 and 8 during 2024 will need to be monitored especially closely. Teachers, I am sure, will appreciate the need to continue their inquiry around ways of engaging more boys in writing with a view to not only building the progress of boys as writers but also narrowing the gender gap considerably. The original target of 'no more than 12%' would still seem to be appropriate.

Achievement by Māori students across the school has also decreased considerably during 2023. In 2022, 63.5% of Māori students achieved 'at' or 'above' national expectations; in 2023, this proportion has decreased to 54.2% with decreases particularly noted within the Years 4-8 cohorts. This is particularly worrying in that the **overall achievement gap**

between NZE and Māori students has **increased** from 4.2% in 2022 to 11.6% in 2023. Furthermore, Māori achievement has **decreased significantly** during 2023 (from 63.5% to 54.2%) whereas NZE achievement has **increased significantly** during 2023 (from 59.3% to 65.8%). With some urgency, teachers will need to inquire as to possible reasons for this decrease in achievement by Māori students and work at reinstating (at least) the 2022 achievement picture with an achievement gap of no more than 4%.

It is hoped that by paying ongoing attention to accelerating the progress of under-achieving boys and Māori students (as described above), the **proportion of students in the 'well below' achievement band may begin to decrease**. It has remained about 19% for the past two years. It is hoped that the hard-working and very proficient teachers at SPS achieve great success in moving many of the students described above, just as they moved so many of their priority learners so well in 2023.

Evaluation: Where to next?

SOME POSSIBLE APPROACHES TO ADDRESSING CHALLENGES

With an aim of **moving as many students as possible from the 'under-achieving' to the 'achieving' bands** there is a need for teachers:

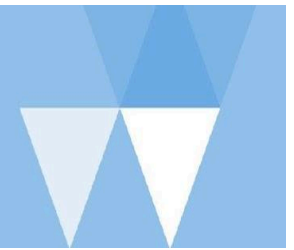
- To identify, from the 2023 data, every student at the beginning of 2024 who is in the 'below/well below' band for writing and:
 - Set an achievement target for each student (what curriculum level/sub-level does the student need to reach by the end of 2024?).
 - Set some learning goals for each student (what specific learning does the student need to do to reach their achievement target?).
 - Decide on the teaching approaches/actions that the teacher needs to undertake in order to help the students reach their targets/goals.
- It could be that students could be grouped from this data and targets, goals and teaching actions planned at the group level.
- To be very clear about what expectation for each cohort actually looks like for writing and to share these expectations with students as appropriate, maybe as annotated examples of expected outputs and/or as lists of writing skills and strategies required.
- To consider different ways of organising their students at the team level so as to attend to addressing the needs of some significant groups of under-achieving and/or more able students in each team. This could be (for example) by placing each cohort of students with a teacher who demonstrates effective skills for addressing their needs, whether this be addressing the needs of low progress or high progress students.
- To ensure that the actual writing programme/skills taught are appropriate to addressing the needs of students.
- For under-achieving students, this might mean teachers inquiring:
 - Are my students getting sufficient opportunities to actually write?
 - Are the writing tasks in my classroom 'open enough' for my 'below' students to achieve?
 - Are my writing topics 'inviting enough' for my students? Is a programme that focuses more on genre (structure and language features) rather than basic writing skills/strategies appropriate for under-achievers?



MINISTRY OF EDUCATION

Te Tākaho o te Mātauranga

Tātaritanga raraunga



- Have I organised my programme so that I can work with my under-achieving or struggling writing as often as possible during the week (through strategic grouping) while my more able writers get a chance to work more independently but as guided by me?
- Do I ensure that my teaching of word/sentence/text formation skills is explicit and deliberate?
- Do I give my students sufficient opportunities to practise independently the skills and strategies I have taught them?
- Do I hold good knowledge of the encoding and processing skills and strategies that my students need to develop? Refer to the Learning Progression Framework.
- Do I recognise that success in writing is closely linked to success in reading, oral language and vocabulary development?

➤ To discuss and analyse the progress of targeted students regularly at the team level.

➤ These approaches are in addition to the particular attention that teachers must continue to give to effective literacy practices developed through professional development in 2022/3.

Analysis of Variance for Planned Actions to 'Raise Attendance in 2023'

Strategic Aim:	Strategic Goals: 2. PRIORITISING the first 4 Years of a child's schooling so they achieve success with Stratford Primary School Curriculum Milestones. 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.
Annual Aim for Attendance:	What we hoped to achieve in 2023 (Short Term Goals): ★ <u>Attendance:</u> To support whānau whose tamariki have unjustified attendance so they... <ul style="list-style-type: none"> ○ Communicate when their tamariki are away e.g. the school offers an 0800 number for attendance. ○ Understand that regular attendance enhances their tamariki Education. ○ Are aware of the programmes Stratford Primary School offers to support tamariki e.g. Breakfast Club, Food in Schools, School Donation Scheme. ○ <u>Goals:</u> <ul style="list-style-type: none"> ■ Goal 1: Tamariki are attending school more regularly. ■ Goal 2: Tamariki are attending school for 90% of the time.
Baseline Attendance Data:	Attendance Baseline Data: Number of ākonga attending school for 90% of the time: <ul style="list-style-type: none"> ● Attendance at Stratford Primary School is above other local and national schools based on termly reports. ● Attendance is currently sitting at approximately 85% despite the challenges around Covid-19 (including whānau anxiety), with a few whānau opting for Home Schooling and irregular attendance. ● Attendance Summary (31/1/2022 to 18/11/2022): <ul style="list-style-type: none"> ○ 84.78% present ○ 9.39% justified ○ 5.83% unjustified.



<i>Actions: What did we do for Attendance?</i>	<i>Attendance Outcomes: What happened?</i>	<i>Reasons for the variance in Attendance: Why did it happen?</i>												
<p>Review of current needs: The Principal and Office Manager reviewed current ākonga who needed support with attendance based on 2022 attendance date.</p> <p>The Office Team: Closely monitored daily attendance trends on a weekly basis, where they kept the Principal well informed of any attendance issues.</p> <p>Promotion of Attendance in the Newsletter and at Assemblies: The Principal promoted the importance of attendance and the school goal of 90% in the newsletter every fortnight. This included sharing current attendance trends, including lateness. These messages were further reinforced by the Principal at weekly assemblies.</p> <p>Whānau Support:</p> <ul style="list-style-type: none"> - The Whānau Support Officer visited homes to support re-engagement with learning. - The Learning Support Coordinator also supported new families who had historical attendance issues to get to school regularly. <p>0800 Number: Whānau were provided with a free 0800 number to ring in when their child was away. The school also supported positive home school communication with attendance through email, the SPS School App, texting and voicemail.</p> <p>Principal Report to the Board: The Principal provided the Board with an update around how whānau were being supported with attendance at monthly meetings.</p>	<p><u>Attendance Summary from 30 January to 11 December 2023 (Compared with 2022):</u></p> <table border="1" data-bbox="813 523 1440 775"> <thead> <tr> <th>Attendance</th><th>2022</th><th>2023</th></tr> </thead> <tbody> <tr> <td>Present</td><td>84.78%</td><td>86.83%</td></tr> <tr> <td>Justified</td><td>9.39%</td><td>7.97%</td></tr> <tr> <td>Unjustified</td><td>5.83%</td><td>5.2%</td></tr> </tbody> </table> <p>The results show improvement in overall attendance by 2.05%. Justified and unjustified absences also improved. For example, justified absences dropped by 1.42% and Unjustified absences dropped by 0.63%.</p> <p>Overall term attendance showed that Stratford Primary School is well above local and national trends. Our average attendance rate per half day for 2023 finished at around 89.18%, which was just below our school goal.</p>	Attendance	2022	2023	Present	84.78%	86.83%	Justified	9.39%	7.97%	Unjustified	5.83%	5.2%	<p>As a school, we have continued with the approach of working alongside whānau when attendance issues arise. This approach helps build positive relationships and re-engagement in school, particularly when there have been historical issues with attendance. Positive strategies have included:</p> <ul style="list-style-type: none"> • Regular monitoring of attendance by the Office Manager and Principal. • Using our Learning Support Coordinator to mentor whānau with reintegration into school. • Supporting some tamariki with dual enrolment in Te Kura with the aim of returning to fulltime attendance. • Supporting anxious tamariki with counselling to support their attendance. • Regular monthly reports to the Board. • Regularly and positive messages in the weekly messages and fortnightly newsletters. • The Food in School Programme.
Attendance	2022	2023												
Present	84.78%	86.83%												
Justified	9.39%	7.97%												
Unjustified	5.83%	5.2%												

Evaluation: Where to next?

Engaging with whānau in a positive way has proven to be a successful approach for Stratford Primary School when regular attendance has been an issue. Our first option will always be to send a designated staff member to contact whānau and support them to raise their tamariki's attendance. If this approach does not work, we will then use the Attendance Officer through Stratford High School. Time frames will be set up as the way of measuring the impact of this approach. For example, a five week initial phase will occur with a designated staff member. If improvement in attendance is not made, a referral will be made to the local attendance services.

Education through the School Newsletter and weekly messages on the School App has been a successful strategy. This will continue in 2024, with a focus on Educating whānau around the new Ministry of Education Goals for attendance. For example,

- *70% of tamariki are attending school regularly in 2024. This means tamariki are at school for 9 out of 10 days every fortnight.*
- *All attendance is accounted for with no issues of truant/unknown attendance issues.*

Anxiety continues to be an issue for a small group of tamariki. When this is an issue, we use dual enrolment and counselling support with the aim of tamariki returning to school fulltime. This will continue in 2024.

Attendance Codes: The Office Team regularly monitors and reviews attendance codes each week. They will continue to do this in 2024, with the aim that all attendance codes have been completed every Friday, with no unknown (?) attendance codes.