

# Analysis of Variance Reporting 2024



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| School Name:   | Stratford Primary School  | School Number: | 2244 |
| Target 1: Planned Actions to Improve Writing Results in 2024 |   |                |      |
| Strategic Aim:   | <p><b>Strategic Goals:</b> 1. To <b>'CONTINUALLY'</b> improve the school's learning culture so ākonga (students) are safe, secure, engaged and have a strong sense of belonging. 2. <b>'Ki Runga Rawa (Aim HIGH)'</b>: To support all ākonga to be the best they can be and to develop a love and passion for learning. 3. To <b>'BUILD'</b> teachers capability by embedding schoolwide best practice, which is aligned to the New Zealand Curriculum and supports each ākonga AIM High to be the best they can be.</p> <ul style="list-style-type: none"> <li><b>Most Year 8 learners</b> (with a focus on Māori students and boys) are meeting/exceeding the Stratford Primary School Curriculum Milestones (Reading, Writing and Mathematics) when they leave for high school.</li> </ul>   |                |      |
| Annual Aim for Writing:                                      | <p><b>Writing Target Roopu for 2024:</b><br/>50+% of Priority Learners will be 'Working Within' the Curriculum Milestone for writing. Roopu will be in Year 2, Year 3, Year 4, Year 5, Year 6, Year 7 and Year 8. They will include all gender and ethnic groups.</p>   |                |      |
| Baseline Writing Data:                                       | <p><b>Points of Celebration:</b> 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.</p> <p><b>A majority of students at SPS are continuing to achieve well</b> as developing writers. Across all students in the Year 1-8 cohort, <b>63.2% are achieving 'at' or 'above' national expectations for writing</b>. 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%). A target of 68% will be in place for 2024. Furthermore, the <b>proportion of all students achieving 'above' national expectations</b> 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 <b>proportion of all students achieving 'below' national expectations</b> 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 <b>achieving at a level that is above (sometimes well above) what they achieved in 2022</b>. In particular:</p> <ul style="list-style-type: none"> <li>The <b>Year 2 cohort</b> (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%).</li> <li>The <b>Year 4 cohort</b> (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%).</li> <li>The <b>Year 6 cohort</b> (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%).</li> </ul> |                |      |

- 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** 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).

## Writing Target:

**Points of Challenge:** Points of challenge in the dataset include the conclusions that...

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, 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%

# Tātaritanga raraunga

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. **Note presented to the Board on 12 February 2024:** Māori Learners who have been at SPS for three plus years progress is 12% higher than the 2023 cohort group. This illustrates the point that the longer Māori ākonga are at SPS, the greater chance we have to support them to make progress with their writing.

| Actions: What did we do for Writing?  | Writing Outcomes: What happened?  |
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| <ol style="list-style-type: none"> <li>1. Teams analysed priority learners progress through the term, sharing strategies that accelerated writing progress.</li> <li>2. Teams shared writing progress at staff meetings through the year. This supported teams to try new approaches that were making a difference to students writing progress.</li> <li>3. Teams used Seesaw to share and promote student writing. This provided an audience for students, which further supported their development.</li> <li>4. An external facilitator was used to coach new staff around the six writing strategies, while supporting other staff to continue to embed consistent practice.</li> <li>5. The Deputy Principal moderated writing data through the year, supporting teachers and Team Leaders to identify students whose progress had declined. Shift reports also reduced inconsistencies with data.</li> <li>6. The Deputy Principal collected student voice, to support the embedding of the writing features.</li> </ol> | <p><b>A breakdown of results showed:</b></p> <ul style="list-style-type: none"> <li>✓ Year 2: 11/11 (100%) achieved the Curriculum Milestones.</li> <li>✓ Year 3: 7/7 (100%) achieved the Curriculum Milestones.</li> <li>✓ Year 4: 10/10 (100%) achieved the Curriculum Milestones.</li> <li>✓ Year 5: 4/7 (57%) achieved the Curriculum Milestones.</li> <li>✓ Year 6: 4/10 (40%) achieved the Curriculum Milestones.</li> <li>✓ Year 7: 7/14 (50%) achieved the Curriculum Milestones.</li> <li>✓ Year 8: 3/10 (30%) achieved the Curriculum Milestones.</li> </ul> <p><b>Writing: 46/69 (67%) ākonga made accelerated progress in Writing. This is near the 68% Target that was set at the start of the year.</b></p> |

## 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 2024 dataset. Even though some of the targets we established from the 2023 dataset were not met, some important ones were.

1. A majority of students at SPS are continuing to achieve well as developing writers, with just under two-thirds (65.9%) achieving 'at' or 'above' national expectations for writing. This is 2.7% greater than the proportion who achieved in 2023 and 4.9% greater than the proportion who achieved in 2022.

Although this proportion (65.9%) does not meet the target we set for 2024 (68%), it is somewhat closer to it than was the case in 2022 and 2023. As such, I suggest that a target of 68% be retained for 2024. This proportion (65.9%) would be even higher if one removed the large number of students across the school on Individual Education Plans (n=63) from the data. It would increase from 65.9% to 76.4%. It is worth noting that 76% of students on IEPs across the school are male and that a greater proportion of the boys on IEPs are Māori. The proportion would also be higher if one removed the large number of students who did not begin their primary schooling at SPS (n=80) from the data. It would increase from 65.9% to 75.6%.

2. The proportion of all students achieving 'well below' national expectations is 3.7% less than the equivalent proportion in 2023 (15.8% cf. 19.5%). This equates to 15 students across the school moving out of the 'well below' achievement band into the 'below' achievement band.
3. Students in some year level cohorts at SPS are achieving at a level that is above (sometimes well above) what they achieved in 2023. In particular:
  - The Year 2 cohort (n=50) is achieving at a level that is 17.9% greater than what they achieved as Year 1s in 2023 (90% cf. 72.1%).
  - The Year 4 cohort (n=55) is achieving at a level that is 32.9% greater than what they achieved as Year 3s in 2023 (69.1% cf. 36.2%).
  - The Year 6 cohort (n=48) is achieving at a level that is 8.8% greater than what they achieved as Year 5s in 2023 (64.6% cf. 55.8%).

This means that several cohorts have met or exceeded the achievement targets we set for them for 2023. In particular:

- The Year 4 cohort (n=55) is achieving at a level that is 19.1% greater than their 2023 target (69.1% against a target of 50%).
- The Year 6 cohort (n=48) is achieving at a level that is 4.6% greater than their 2023 target (64.6% against a target of 60%).

4. This also means that two cohorts (Year 2 and Year 3) are achieving at a level that is greater than the national level for these cohorts as reported by the Ministry of Education in their most recent (2017) analysis of writing achievement levels across the country. In the case of the Year 2 cohort, it is 15.8%

greater than the national level for Year 2 (90% cf. 74.2%). Girls at SPS (n=189) have continued to make good progress as developing writers across the school during 2024. The proportion of all girls achieving 'at' or 'above' national expectations for writing has increased from 68.4% in 2022 to 76.8% in 2024. This proportion is moving close to what the Ministry of Education last reported as the national proportion for all girls across the country in writing (79.4%). An excellent aspect of this result is that almost four-fifths (78.6%) of Year 8 girls are moving on to secondary school 'at' or 'above' national expectations for writing in 2023.

5. Māori students at SPS (n=120) have also made good progress across the school during 2024, especially in comparison to 2023. The proportion of all Māori students achieving 'at' or 'above' national expectations for writing has increased by 5.8% - from 54.2% in 2023 to 60% in 2024. It is also worth noting that the gap in achievement between Māori students and NZE/Other students has narrowed considerably (by 5%) since 2023. It has narrowed from 11.6% to 6.6%. At 60%, Māori achievement across the school is now close to what the Ministry of Education last reported as the national proportion for all Māori students across the country in writing (61.6%). Is this linked to the work that the school has undertaken on addressing issues of cultural competency during 2024?
6. Another good result from the 2024 dataset relates to the progress made during the year by a cohort of Year 2-8 priority students. These are students (n=69) who had been identified as under-achieving in writing at the beginning of 2024 but who were considered capable of making good progress if given targeted teaching. Note, however, that many of these students had displayed a range of needs (cognitive, social, emotional, behavioural and/or attendance) that needed to be addressed if progress was to be made by the students. So making progress by some was going to be somewhat difficult. Hence it is great to report that over two-thirds (69.6%) of priority learners met the curriculum expectation or milestone for their year level in writing by the end of the year. Priority learners in Years 2, 3 and 4 have done particularly well.

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

Although students in some year level cohorts are achieving well or reasonably well (as indicated above), 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 6 cohort in 2025 in that average achievement by these students as a Year 5 cohort in 2024 (61.1%) is 10.9% lower than what they achieved as Year 4s in 2023 (72%). It is recommended that a target of at least 65% of Year 6s achieving 'at' or 'above' national expectations be set for 2025.





- Year 8 cohort in 2025 in that average achievement by these students as a Year 7 cohort in 2024 (52.5%) is 6.8% lower than what they achieved as Year 6s in 2023 (59.3%). It is recommended that a target of at least 58% of Year 8s achieving at 'or' 'above' national expectations be set for 2025.

The maintenance of an achievement gap of around 22% between boys and girls in writing at SPS continues to be a concern. Not only is it 4.8% greater than the equivalent gap in 2022 but it is 7.5% greater than the equivalent national gap reported by the Ministry. This was a concern at the end of 2023; it continues to be a concern at the end of 2024. Boys' achievement in writing across SPS (54.8%) is relatively low, but particularly worrying are the levels of boys in this year's Year 1 (52.6%), Year 5 (52%), Year 6 (45.8%) and Year 7 (43.3%) cohorts, meaning that the progress of boys in the Years 2, 6, 7 and 8 during 2025 will need to be monitored especially closely.

Teachers will continue to 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 national gap of 15.5% would seem to be an appropriate target for SPS by the end of 2025, requiring a decrease of 7.5% from the current gap.

Although achievement by Māori students across the school has increased somewhat during 2024 and the gap in achievement between NZE/Other and Māori students has narrowed slightly, work needs to be continued on building Māori achievement levels. For every year cohort (with the exception of Year 2), achievement by Māori students is somewhat or significantly lower than achievement in writing by NZE/Other students. A suggested target for 2025 might be to narrow the achievement gap between NZE/Other and Māori students in writing from 6.6% to no more than 2%.

Although it has only decreased by 1.5% since 2023, another suggested target for 2025 might be to continue to increase the proportion of students achieving in the 'above' band. A possible goal could be to lift the proportion (currently at 16.5%) to at least the 2023 proportion of 18%.

## Evaluation: Where to next?

*Writing will continue to be a priority in 2025. Recommendations made in this report will be included in the 2025 Annual School Improvement Plan. For example:*

- *Reducing the achievement gap between boys and girls from 22% (Note: the National Gap is 15.5) to 7.5% in 2025.*
- *Reducing the achievement gap between Māori and NZ/other from 6.6% to 2% in 2025.*
- *Raising the number of students who are exceeding their curriculum level from 16.5% to 18% in 2025.*
- *Particular focus and support for students writing achievement in Year 6 and Year 8. Year 6 target = 65%+ for 2025.*



## Target 2: Planned Actions to Improve Basic Facts Results in 2024

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| <b>Strategic Aim:</b>            | <p><b>Strategic Goals:</b> 1. To <b>'CONTINUALLY'</b> improve the school's learning culture so ākonga (students) are safe, secure, engaged and have a strong sense of belonging. 2. <b>'Ki Runga Rawa (Aim HIGH)'</b>: To support all ākonga to be the best they can be and to develop a love and passion for learning. 3. To <b>'BUILD'</b> teachers capability by embedding schoolwide best practice, which is aligned to the New Zealand Curriculum and supports each ākonga AIM High to be the best they can be.</p> <p><b>Theory of Improvement Approach:</b> <b>Hunch:</b> If we improve the Number and Basic Facts knowledge, other parts of Maths will improve including all stages. <b>Why?</b> Less cognitive overload - Basic Facts become instant so tamariki are not having to store so much information. <b>Action:</b> Recognise improvement in Basic Facts (like what we do for Junior Reading Assessment).</p>  |
| <b>Basic Facts Target:</b>       | <p>75% of ākonga in the 3+ Cohort Group will make accelerated progress in Basic Facts (Year 2, Year 4, Year 6, Year 8). Accelerated Progress will be based on achieving more than half of the indicators in each stage. For example, Stage 4-7 has 10 indicators in each stage. One stage represents two years worth of progress.</p>  |
| <b>Baseline Basic Facts Data</b> | <p><b>Current Mathematics Position:</b> Over the last two years, teachers have looked at whether improvement in Basic Facts knowledge by ākonga will make a difference to overall Mathematics results. Although we have seen some improvement, the Leadership Team are looking to broaden the schoolwide scope for the improvement in Mathematics outcomes for ākonga. This will include improving the way assessment is weighted, with more emphasis on Mathematics Strands (particularly in Year 5-8), reviewing schoolwide teaching approaches to Mathematics and promoting Mathematics within the school community as a key learning area in the New Zealand Curriculum. This approach will allow writing to continue to be embedded in 2024, while changes in the New Zealand Curriculum for Mathematics are updated at a National Level. A comprehensive Mathematics plan can then be implemented from 2025-2026 with additional professional development for teachers.</p> <p><b>Points of Challenge:</b> Points of challenge in the dataset include the conclusions that:</p> <ul style="list-style-type: none"> <li>• <b>3+ Cohort:</b> Why has there been minimal progress in the 3+ Year Group? Why are Girls not moving at all, while Boys have made significant progress?</li> <li>• What support do teachers need to raise Mathematics achievement?</li> <li>• The Board would like to set a high bench mark of 75+% for this cohort with their Basic Facts.</li> <li>• Why do Year 6-8 Year Groups fall away? Is it to do with the Curriculum expectations? Are they missing knowledge from earlier years?</li> <li>• <b>Current Cohort (No IEP):</b> Why is this group doing better than the 3+ Cohort? Why are Māori learners not doing as well? Why are our older ākonga not doing as well?</li> <li>• <b>Current Cohort (All):</b> See above for similar trends.</li> </ul> |





| Actions: What did we do to improve Basic Facts Achievement?  | Basic Facts Outcomes: What happened?   | Reasons for the variance in Basic Facts: Why did it happen?   |
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| <ol style="list-style-type: none"> <li><b>Ongoing dialogue amongst teachers:</b> The teaching, tracking and testing of Basic Facts over the year created lots of positive dialogue amongst the teams.</li> <li><b>Professional Growth Documents:</b> Teachers tracked and reflected on the progress of priority learners through their Professional Growth Document, which was also shared at Team Meetings and with their coach.</li> <li><b>Mathematics Support Teacher:</b> Small groups of tamariki worked specifically on their Basic Facts with a Support Teacher. Some students also received 1-1 support. Feedback around progress was shared with teachers. The Support Teacher provided some support with data entry and analysing trends with the Associate Principal.</li> <li><b>Mathematics Curriculum Review:</b> The Associate Principal was supported by an external facilitator to review the Mathematics Curriculum in line with the new Curriculum updates.</li> <li><b>PAT Mathematics Assessment:</b> The process for administering PAT Assessment was reviewed and updated. Ākonga and teachers were supported to better understand the questions and information that standardised assessment provided.</li> </ol> | <p><b>Year 2 (10):</b> Ākonga moved from Stage 3 (5 indicators) to Stage 4 (10 indicators).</p> <ul style="list-style-type: none"> <li>- Less than five indicators or inconsistent progress = 3</li> <li>- 5 - 10 indicators = 4</li> <li>- More than 10 indicators = 3</li> <li>- Accelerated Progress = 7/10 (70%).</li> </ul> <p><b>Year 4 (9):</b> Moving from Stage 4 to Stage 5 (10 indicators).</p> <ul style="list-style-type: none"> <li>- Less than five indicators or inconsistent progress = 2</li> <li>- 5 - 10 indicators = 0</li> <li>- More than 10 indicators = 7</li> <li>- Accelerated Progress = 7/9 (78%).</li> </ul> <p><b>Year 6 (10):</b> Moving from Stage 5 to Stage 6 (10 indicators).</p> <ul style="list-style-type: none"> <li>- Less than five indicators or inconsistent progress = 1</li> <li>- 5 - 10 indicators = 4</li> <li>- More than 10 indicators = 5</li> <li>- Accelerated Progress = 9/10 (90%).</li> </ul> | <p>There was significant acceleration across the four cohorts. 23/29 (79%) students made accelerated progress, which was above the Board Target of 75%. However, when compared with the Curriculum Stage Expectations, only 6/45 (13%) ākonga are Working Within the Curriculum Expectation, while 15/45 (33%) ākonga have achieved some or many indicators in the Curriculum Stage. This highlights that the selection of Priority Learners needs to be reviewed for 2025.</p> <p>Teachers, the Leadership and Board felt the measure of using stages distorted the positive progress that was made across the teams. A review of how this is presented to teachers and the Board will be reviewed. For example, teachers use a more detailed spreadsheet to record and monitor ākonga progress with Basic Facts. This provides a clearer picture of what ākonga can do and areas to further develop.</p> <p>Through discussions with teachers, knowing their times tables was an area that was holding many ākonga back. This may be because they are missing knowledge from the earlier stages, or need further support to understand and retain key times table</p> |



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|  | <p><b>Year 8:</b> Moving from Stage 6 to Stage 7 (10 indicators).</p> <ul style="list-style-type: none"> <li>- Less than five indicators or inconsistent progress = 7</li> <li>- 5 - 10 indicators = 2</li> <li>- More than 10 indicators = 5</li> <li>- 7/14 (50%) ākonga have made accelerated progress.</li> </ul> | <p>facts. This will also support Senior Students ability to solve division facts and converting fractions.</p> <p>There was a lot of change Nationally with Mathematics in 2024. This further restricted the review of the Markbook Assessment, where a weighted Markbook was trialled. However, due to the impending Curriculum change for Mathematics this project was put on hold until there is greater clarity with Mathematics across the country.</p> |
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## Evaluation: Where to next?

1. **Selection of Priority Learners:** Identify Priority Learners in Year 2, Year 4, Year 6 and Year 8 using the last assessment from 2024. Ensure that the ākonga are able to make accelerated progress to achieve the expected achievement outcome for their Curriculum Level.
2. **Basic Fact Assessment:** Update the assessment tool so it is streamlined and consistent across the four teams. Update the monitoring process to ensure data is valid and reliable. Ensure all teachers are aware and follow the data entry timelines for reporting information to the Leadership Team and then the Board. Priority Learners Data presented to the Leadership Team after each assessment has been completed. Identify what is working well and areas to develop further. Include the Mathematics Support Teacher in these discussions.
3. **Mathematics Core Teaching:** The Mathematics Team and an external advisor will support teachers and Team Leaders to develop the consistent practice of Mathematics, which is aligned to the new Government expectations.
4. **Identify Good Practice and share across the Teams:** Identify teachers who are making progress with their Basic Facts Programme and ask them to share with other teachers. For example, teachers who are consistent, persistent and insistent with the learning of Basic Facts Knowledge.
5. **The Basic Facts** recording sheet used by teachers is broken down in far more detail than the current stages. Update the summary report to use this information, which better shows progress for indicators within each Curriculum Number Stage.
6. **Timetables Tool:** Potentially look at teachers implementing a times table tool/programme across Years 3- 8 to support ākonga to learn their tables.
7. **Mathematics is the major Curriculum Focus.** This will be a School Priority in 2025 and 2026. Support teachers with Professional Development to unpack the updated Curriculum.

## Planned Actions to 'Raise Attendance in 2024'.

| Strategic Aim:           | <p><b><u>Strategic Goals:</u></b></p> <p>1. To <b>‘CONTINUALLY’</b> improve the school’s learning culture so ākonga (students) are safe, secure, engaged and have a strong sense of belonging.</p> <p>2. <b>‘Ki Runga Rawa (Aim HIGH)’</b>: To support all ākonga to be the best they can be and to develop a love and passion for learning.</p> <p>3. To <b>‘BUILD’</b> teachers capability by embedding schoolwide best practice, which is aligned to the New Zealand Curriculum and supports each ākonga AIM High to be the best they can be.</p>  |            |      |      |         |        |        |           |       |       |             |       |      |
|--------------------------|---|------------|------|------|---------|--------|--------|-----------|-------|-------|-------------|-------|------|
| Attendance Target:       | <p><b><u>Attendance Target for 2024:</u></b></p> <p>At least 75% of ākonga will be attending school regularly (Note: This is 5% higher than the Ministry of Education Target).</p>  |            |      |      |         |        |        |           |       |       |             |       |      |
| Baseline Attendance Data | <p><b><u>Attendance Summary from 30 January to 11 December 2023 (Compared with 2022):</u></b></p> <p><i>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%. 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.</i></p> <table><tr><th>Attendance</th><th>2022</th><th>2023</th></tr><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></table> | Attendance | 2022 | 2023 | Present | 84.78% | 86.83% | Justified | 9.39% | 7.97% | Unjustified | 5.83% | 5.2% |
| Attendance               | 2022  | 2023       |      |      |         |        |        |           |       |       |             |       |      |
| Present                  | 84.78%  | 86.83%     |      |      |         |        |        |           |       |       |             |       |      |
| Justified                | 9.39%   | 7.97%      |      |      |         |        |        |           |       |       |             |       |      |
| Unjustified              | 5.83%   | 5.2%       |      |      |         |        |        |           |       |       |             |       |      |



| Actions: What did we do for Attendance?   | Attendance Outcomes: What happened?   | Reasons for the variance in Attendance: Why did it happen?   |        |        |        |        |                    |     |     |     |     |                      |     |     |     |     |                     |    |    |    |    |                    |    |    |    |    |  |
|---|---|--|--------|--------|--------|--------|--------------------|-----|-----|-----|-----|----------------------|-----|-----|-----|-----|---------------------|----|----|----|----|--------------------|----|----|----|----|--|
| <p><b>Promoting Attendance Goals through the School Newsletter:</b> Every newsletter had a section dedicated to Attendance targets and information educating whānau around the importance of attendance.</p> <p><b>Promoting the importance of attendance with whānau:</b> At parent meetings, through school reports and IEP meetings parents received attendance reports for their tamariki. This included the number of days present compared with total school days, as well as the number of times students were late to school.</p> <p><b>Promoting the importance of attendance with ākonga at school assemblies:</b> The Principal regularly spoke at assemblies about the importance of attending school and coming to school on time and ready to learn.</p> <p><b>Close monitoring of weekly attendance:</b> The Office Manager and Office Administrator regularly monitored and followed up any attendance issues with the Principal.</p> <p><b>Home visits for ākonga who's attendance was causing a concern:</b> The school had a designated staff member to visit homes where attendance was causing a concern.</p> <p><b>Reporting to the Board:</b> The Principal provided the Board with Monthly Attendance Reports, including the Every Day Matters reports each term.</p> | <table><tr><th>Every Day Matters Attendance Reports for 2024</th><th>Term 1</th><th>Term 2</th><th>Term 3</th><th>Term 4</th></tr><tr><td>Regular Attendance</td><td>75%</td><td>73%</td><td>71%</td><td>78%</td></tr><tr><td>Irregular Attendance</td><td>16%</td><td>17%</td><td>19%</td><td>15%</td></tr><tr><td>Moderate Attendance</td><td>4%</td><td>6%</td><td>5%</td><td>3%</td></tr><tr><td>Chronic Attendance</td><td>3%</td><td>4%</td><td>5%</td><td>4%</td></tr></table> <p>The average Regular Attendance for Term's 1-4 in 2024 was 74.25%. This was just below the Board's Target of 75%. This figure was 4.25% above the National Target for 2024.</p> <p>Stratford Primary School is above the National Targets for 2024.</p> | Every Day Matters Attendance Reports for 2024  | Term 1 | Term 2 | Term 3 | Term 4 | Regular Attendance | 75% | 73% | 71% | 78% | Irregular Attendance | 16% | 17% | 19% | 15% | Moderate Attendance | 4% | 6% | 5% | 3% | Chronic Attendance | 3% | 4% | 5% | 4% | <p>Positive promotion of the importance of attending school contributed to higher attendance when compared to local and national attendance results.</p> <p>Although moderate and chronic attendance did not change significantly through the year, there were examples that some ākonga were beginning to attend school more often through positive home-school connections.</p> <p>Sickness contributed to lower regular attendance and higher irregular attendance in Term 2 and 3.</p> |
| Every Day Matters Attendance Reports for 2024   | Term 1  | Term 2   | Term 3 | Term 4 |        |        |                    |     |     |     |     |                      |     |     |     |     |                     |    |    |    |    |                    |    |    |    |    |  |
| Regular Attendance  | 75%   | 73%  | 71%    | 78%    |        |        |                    |     |     |     |     |                      |     |     |     |     |                     |    |    |    |    |                    |    |    |    |    |  |
| Irregular Attendance  | 16%   | 17%  | 19%    | 15%    |        |        |                    |     |     |     |     |                      |     |     |     |     |                     |    |    |    |    |                    |    |    |    |    |  |
| Moderate Attendance   | 4%  | 6%   | 5%     | 3%     |        |        |                    |     |     |     |     |                      |     |     |     |     |                     |    |    |    |    |                    |    |    |    |    |  |
| Chronic Attendance  | 3%  | 4%   | 5%     | 4%     |        |        |                    |     |     |     |     |                      |     |     |     |     |                     |    |    |    |    |                    |    |    |    |    |  |
|   |   | <p><b>Evaluation: Where to next?</b></p> <p>The Board will continue to receive Monthly Attendance Reports at each Board Meeting.</p> <p>The Leadership Team will continue to use strategies that have been effective in 2024 as part of the Annual Plan strategy for 2025.</p> |        |        |        |        |                    |     |     |     |     |                      |     |     |     |     |                     |    |    |    |    |                    |    |    |    |    |  |