

Analysis of Variance Reporting



School Name:	Leabank School	School Number:	1339	December 2018
Strategic Aim:	All students are able to access the New Zealand Curriculum as evidenced by achievement against curriculum levels.			
Annual Aim:	To increase the number of students achieving at or above the expectation in Reading			
Target:	The group of year 3/4 students that are achieving below expectation for Reading. (Total 25 year 2 students in 2017) & (Total 23 year 3 students in 2017)			
Baseline Data:	Our baseline data identified some concerns in 42% of students after 2 years at school and 44% of year 3 students are achieving below expectation for Reading in 2017.			

Tātaritanga raraunga

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>
<p>Target students were identified with current attainment levels.</p> <p>Assessment data of students was reviewed and for some student's referrals were made to support agencies.</p> <p>Student Voice collected to find out what they know about their next steps and learning needs.</p> <p>Use of teacher aides to support classroom programme under the direction of the classroom teacher.</p> <p>Contact to be made with caregivers or whanau in regards to their child's learning needs and support systems the school is implementing to make accelerated progress with these students.</p> <p>Close monitoring of target students by Associate Principals, Classroom Teacher and Principal.</p>	<p><u>2017 year 2/3 data</u></p> <p>Year 2 = 25 below Year 3 = 23 below</p> <p><u>2018 year 3/4 data</u></p> <p>Year 3 8 students working within 2 students working below 15 students' left the school</p> <p>Year 4 8 students working within 2 students working below 13 students' left the school</p>	<p>Teachers have targeted these identified students within their classroom programme and practice.</p> <p>There has been extensive use of highly experienced teacher aides under the direction of the classroom teacher supporting the classroom programme. Teacher aides have been provided with further professional development at the beginning of the year to assist individual students needs.</p>	<p>Students not achieving at expected levels will receive targeted support in 2019 as part of class differentiation and/or our learning support programme.</p> <p>We will investigate ways to strengthen students' reading knowledge and strategies in the foundation years.</p>

Tātaritanga raraunga

Planning for next year:

The following points will be built into planning next year-

- Set goals for learning for all students not achieving at expected level (EOY 2018 data).
- Teachers to hold achievement data meetings to be held where target students' progress, "Deliberate Acts of Teaching" and next steps will be discussed.
- Teachers and senior managers to continue to track and monitor achievement for priority students to ensure accelerated progress is occurring and to keep whanau updated.
- Fostering the wider use of student voice in learning programmes across the school will be a priority.
- Senior leaders to meet with external agencies to discuss ways/programmes that teachers could integrate into their own teaching practice that could strengthen students' reading knowledge and strategies in the foundation years.

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Strategic Aim:	All students are able to access the New Zealand Curriculum as evidenced by achievement against curriculum levels.			
Annual Aim:	To increase the number of students achieving at or above expectation in Mathematics.			
Target:	The group of year 6 students achieving below the expectation for Mathematics (Total 38 students in 2017)			
Baseline Data:	Our baseline data identified some concerns in 50% of students after 5 years at school are achieving below the expectation for mathematics in 2017.			

Tātaritanga raraunga

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>
<p>End of 2017 analysis of data where target students have been identified and these students have been shared with senior teacher classes as well as the whole staff.</p> <p>Two expert teachers to withdraw and work with students daily in terms 2-4.</p> <p>Assessment of current attainment levels of individual students to be completed. Eg Maths e asttle and PAT Numeracy level testing.</p> <p>Team achievement meetings where expert teacher can meet with target student's teachers to discuss and analyse ways to enhance the students' learning and plan for the students' needs and next steps.</p> <p>Hand-out provided to target group parents on how they can help their child(ren) at home in maths.</p> <p>Teachers/senior managers to contact target students' parents to ensure they attend 3 way conferences.</p>	<p><u>2017 year 5 data</u></p> <p>Year 5 =</p> <p>38 students below</p> <p><u>2018 year 6 data</u></p> <p>Year 6 =</p> <p>14 students working within 12 students working below 12 students left the school</p>	<p>Students were fortunate to have daily focused instruction and close monitoring.</p> <p>Expert teachers used assessment data to drive appropriate instruction for the target students</p> <p>A majority of students have made accelerated progress. Students who are yet to meet the target made progress across some aspects of the expected level.</p> <p>Targeted students that have been involved in this programme over the past 2 years are now working above the expected level for year 6.</p> <p>It is noted that 2 years of intensive teaching from an expert teacher is required for these students to be achieving at or above the expected level independently with confidence.</p>	<p>On reflection for the future, 2 year programmes will need to be considered and planned for to cater for the achievement challenged students as this shows more effective results.</p> <p>Details of the specific mathematics needs of the Year 6 students who did not meet the expected level were provided to their 2019 intermediate schools.</p>

Tātaritanga raraunga

Student Voice collected to find out what they know about their next steps and learning needs.

Contact to be made with target student's parents to ensure their child attends school regularly.

Close monitoring of target students by Associate Principals, classroom teacher, expert teachers and principal.

Visual display of student achievement that tracks target students' progress.

Planning for next year:

The following points will be built into planning next year-

- Set goals for learning for all students not achieving at expected level (EOY 2018 data).
- Teachers to work with the external facilitator to ensure teachers are reflecting on their own teaching of writing and led to improved student engagement motivation and achievement in writing.
- Teachers to hold achievement data meetings to be held where target students' progress, "Deliberate Acts of Teaching" and next steps will be discussed.
- Teachers and senior managers to continue to track and monitor achievement for priority students to ensure accelerated progress is occurring and to keep whanau updated.
- Fostering the wider use of student voice in learning programmes across the school will be a priority.

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Strategic Aim:	All students are able to access the New Zealand Curriculum as evidenced by achievement against curriculum levels.
Annual Aim:	To increase the number of students achieving at or above expectation in Writing.
Target:	The group of year 6 students achieving below expectation for Writing (Total 42 students in 2017)
Baseline Data:	Our baseline data identified some concerns in 55% of students after 5 years at school are achieving below the expectation for writing in 2017.

Tātaritanga raraunga

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>
<p>Classroom teachers to select year 6 target students who are working below expectation to work closely with within their classroom.</p> <p>Staff to work with facilitator from University of Auckland to enhance effective pedagogy and plan authentic purposes for writing to increase achievement.</p> <p>Planned co-teaching and observations with Auckland University facilitator with individual teachers.</p> <p>Facilitator and senior management will carry out practice analysis conversations with individual classroom teachers.</p> <p>Close contact will be maintained to ensure parents and whanau are aware of their child's needs and planned actions to improve achievement.</p> <p>Regular team achievement meetings for the year 6 target students will be held between to discuss</p>	<p><u>2017 year 5 data</u></p> <p>Year 5 =</p> <p>42 students below</p> <p><u>2018 year 6 data</u></p> <p>Year 6 =</p> <p>15 students working within 12 students working below 15 students left the school</p>	<p>Success with shifting 15 of these students from below to within expectation or above is largely due to the teachers working closely with the facilitator and teachers meeting regularly to discuss assessments, next steps in learning and progress.</p> <p>Organisational structures have allowed teachers to continue to develop their knowledge and inquiry practice in writing.</p> <p>Practice analysis conversations have encouraged teachers to reflect deeply on teaching and learning.</p>	<p>We aim to continue to embed the practices we have adopted in classroom programmes that have led to improved student engagement motivation and achievement in writing.</p> <p>Teachers will continue to develop the use of Teaching as Inquiry approach to promote professional growth in their own teaching practice and to improve student outcomes.</p> <p>Details of the specific writing needs of the Year 6 students who did not meet the expected level were provided to their 2019 intermediate schools</p>

Tātaritanga raraunga

assessments, next steps in learning and progress being made which will also be shared with whanau.

Close monitoring of target students by Associate Principals, classroom teacher, expert teachers and principal.

Planning for next year:

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