

Analysis of Variance Reporting



School Name:	Wainuiomata Intermediate	School Number:	1646
Strategic Aim 2021:	<i>All learners are able to access The New Zealand Curriculum as evidenced by achievement in Reading, Writing and Mathematics in relation to the New Zealand Curriculum levels of achievement</i>		
Annual Aim 2021:	<i>To increase the progress of all students in Reading, Writing and Mathematics.</i>		
Target 2021:	<p>Based on the 2020 end of year data, we set the following targets</p> <p>Reading: All students will make at least one year's progress in reading against curriculum levels.</p> <p>Writing: All students will make at least one year's progress in writing against curriculum levels</p> <p>Mathematics: All students will make at least one year's progress in math against curriculum levels</p> <p>Attendance: 95% attendance across the school.</p> <p>Wellbeing: 90% of students enjoy and feel valued at our school.</p>		
Baseline Data from 2020:	<p>Our 2020 end of year data shows that using NZC Levels data and Teacher OTJ's that the following students were at or above expected levels:</p> <p>78% for Writing.</p> <p>85% at or above for Reading.</p> <p>75% at or above for Mathematics</p>		

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>Normally we measure results mid and end of year, but lockdown meant mid-year testing did not happen.</p> <p>Embed the values in our teaching</p>	<p>Math:</p> <p>Y8 at or above L4 2020= 64%</p> <p>Y8 at or above L4 2021= 59.7%</p> <p style="padding-left: 40px;">Maori = 60.6%</p> <p style="padding-left: 40px;">Pacifica = 50%</p> <p>Reading:</p> <p>Y8 at or above L4 2020 = 73%</p> <p>Y8 at or above L4 2021 = 63.4%</p> <p style="padding-left: 40px;">Maori = 64.6%</p> <p style="padding-left: 40px;">Pacifica = 52.9%</p> <p>Writing:</p> <p>Y8 at or above L4 2020 = 61%</p> <p>Y8 at or above L4 2021 = 52.4%</p> <p style="padding-left: 40px;">Maori = 58.4%</p> <p style="padding-left: 40px;">Pacifica = 52.9%</p> <p>PB4L audit concluded Values</p>	<p>Having a linear target rather than measuring progress is unhelpful but individual progress is hard to report on.</p> <p>Comparing our end of year targets across years is also unhelpful as cohort is at least 50% different.</p> <p>Year 8 results are down on 2020 results by 5 -10%.</p> <p>Māori scored higher as a cohort than the whole school result across the board.</p> <p>Pacifica fell dramatically.</p> <p>When Asttle graphs are studied our writing is above NZ average with Pacifica well ahead, Reading, where Pacifica were lowest, were the only group ahead nationally, across deciles. Maths is average.</p> <p>Deeper thinking and Structure are real strengths.</p> <p>Lockdown will have contributed, with time missed and programmes changed.</p> <p>There is a measurable difference between normed test results and teacher OTJ's.</p>	<p>Individual tracking and targets using SMS. Earlier conferences to set goals and inform parents.</p> <p>While level 4 remains a target for all, individual progress between and within levels is what will be targeted, tracked and valued.</p> <p>Students tracked for two years and progress and achievement reported.</p> <p>Initial Y7 testing employed to set benchmark for measuring progress and plugging gaps.</p>

<p>and in all interactions with the community.</p> <p>Scan & analyse soft and hard data to identify students and their learning needs to allow teacher actions to raise achievement</p> <p>Track student progress & Learning progression to identify gaps & monitor progress</p> <p>Develop a connected community curriculum that honours our children and their families</p> <p>Deliberate acts of teaching – key strategies in RWM, specific vocabulary, spelling, writing, inquiry, skills & knowledge taught.</p> <p>Programmes meet the needs of all groups of learners: Reading support, Extension classes, music, culture, leadership, sports etc</p>	<p>were well understood and used.</p> <p>Teachers better know students: numbers, names and needs. Learning programmes meet identified needs.</p> <p>Students are tracked against individual learning goals.</p> <p>Work began embedding values and relooking at a topic based curriculum using NZ History and Science as hooks.</p> <p>This is not coherent across school</p> <p>Many opportunities cancelled – performance, culture and sport.</p>	<p>Values are widely understood and approved of.</p> <p>Students were targeted and tracked.</p> <p>Larger amount of trauma affected students than anticipated.</p> <p>Students were targeted and tracked. Students aware of their level, target and next steps.</p> <p>Too many topics and not enough depth. Good engagement on NZ history.</p> <p>No CLC's and fewer staff meetings due to Covid. Maintenance rather than growth year</p> <p>Staff turnover and Lockdown meant students had far fewer opportunities</p>	<p>Use values as positive behaviour reinforcement.</p> <p>Improve recognition of students using values.</p> <p>Improve tracking and reporting, involve whānau through Spotlight SMS.</p> <p>PLD to become a more trauma informed school.</p> <p>Improve tracking and reporting. Live reporting through Spotlight SMS.</p> <p>A connected curriculum is further developed with student voice. An authentic, coherent curriculum re-enables meaningful inquiry.</p> <p>Continue to focus on DAT's and let needs drive PLD.</p> <p>CLC's and Staff Meeting focus on DAT</p> <p>Plan events that can progress despite Covid restrictions.</p>
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<p>Weekly CLC & PLD to build teacher knowledge and capacity, followed by classroom observations and feedback</p>	<p>Improved teacher capability, greater collaboration, support and accountability.</p>	<p>Did not happen regularly enough due to Covid.</p>	<p>Continue to target improvements.</p>
<p>Principles of <i>Effective Teacher Practice</i>, <i>Te Kotahitanga</i> and Ka Hikitia are an integral part of teaching and learning</p>	<p>Values based on Māori principles. PLD focussed on raising Cultural Competence.</p>	<p>Ongoing process due to take up and staff turnover.</p>	<p>Cultural responsiveness and connectedness with Māori learners will improve their success as Māori and improve teaching for all learners</p>
<p><i>Reading Together and Maths Together</i> and other learning support programmes</p>	<p>Not well attended for the first time.</p>	<p>Anxiety around Covid?</p>	<p>Offer again in 2022, target whanau that would benefit most</p>
<p>Review innovative learning space for effectiveness</p>	<p>New team, slowed by Covid.</p>	<p>Began to look different to mainstream. New team and pedagogy in 2022.</p>	<p>Whole new team and a fresh pedagogical approach.</p>
<p>PGC replaces a compliance portfolio</p>	<p>Teachers were observed and learning conversations had</p>	<p>More effective than compliance model.</p>	<p>Ways to ensure Education Council requirements for registration are met will continue to be developed around PGC framework.</p>
<p>Continue to give Cultural and</p>			

<p>Sporting opportunities Curriculum time for practice and performance.</p>	<p>I Increased attendance, participation, commitment, and performance in Sport, Pacifica and Kapa Haka.</p>	<p>Great results but no performances.</p>	<p>Continue to offer and promote in 2022</p>
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