

# Analysis of Variance Reporting



<b>School Name:</b>	Roseneath School	<b>School Number:</b>	2982
<b>Strategic Aim:</b>	Our student achievement meets the high expectations of the school community through personalised learning programmes based on quality assessment data that result in improved learning outcomes for individuals, groups and cohorts, including the achievement of Maori students.		
<b>Annual Aim:</b>	<p>All students will achieve and operate at their expected National Standard in Reading, Writing and Maths</p> <p><u>Reading:</u> To encourage and inspire boys to read more by using the library on a weekly basis. To moderate reading across the school with a particular focus on “Making sense of text: vocabulary knowledge” and ‘Making sense of text: reading critically”</p> <p><u>Writing:</u> To improve consistency and level of spelling and punctuation across the school All students will have made at least one year’s progress in writing</p> <p><u>Maths:</u> To moderate Statistics at the end of Term 1, and for the staff to come up with a moderation process</p>		
<b>Target:</b>	<p><u>Reading:</u></p> <ol style="list-style-type: none"> <li>1. Teachers have identified a number of individual students that are below or have “just” met the standard in reading. These children will be targeted in 2016 with continued support to improve their reading skills</li> <li>2. To shift the groups of boys in Year 1-4 who are currently below the standard to be “At” standard by their anniversary.</li> <li>3. To get more boys reading for recreation and utilising the school library to access books that inspire and interest them for independent reading</li> </ol> <p><u>Writing:</u></p> <ol style="list-style-type: none"> <li>1. To raise the achievement of the group of students in Year 4 (2016) that are working below the National Standard</li> <li>2. To reduce the amount of boys not achieving National Standards in writing by trying new approaches and strategies</li> </ol> <p><u>Maths:</u></p>		

	<ol style="list-style-type: none"> <li>1. To raise the achievement of students below or well below standard</li> <li>2. To cover the statistics strand of the curriculum in Term 1, ending with a moderation session in Week 11</li> <li>3. To raise the achievement of the group of students in Year 6 currently working below standard</li> </ol>
<b>Baseline Data:</b>	<p><u>Reading</u> 8% below, 66% at, 26% above  <u>Writing:</u> 13% below, 70% at, 17% above  <u>Maths:</u> 12% below, 60% at, 28% above</p>

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>All teachers identified target students in reading, writing and maths and set planned actions throughout the year, e.g. one teacher attended IY training to learn strategies that would support the engagement and learning behaviours of a target student.</p> <p><u>Reading:</u> Support staff use Early Words to boost reading progress in the first year at school for those at risk of not meeting the standard.</p> <p>Individual students with specific learning needs are supported by teacher aides</p> <p>Part Time Teacher worked with individual students in Year 2 and 3 who needed extra support in reading (progress and mileage)</p> <p>School focus (through staff meetings and weekly programme planning) on encouraging boys to use the library to find and use texts for recreational reading and to find information to support their reading.</p> <p>Developed teacher knowledge of comprehension processes and</p>	<p><u>Reading:</u> 2015: 8% below, 66% at, 26% above 2016: 8% below, 61% at, 31% above Whilst our below % stayed the same, we were pleased with the shift of 5% of our students who moved from at to above</p> <p><u>Writing:</u> 2015: 13% below, 70% at, 17% above 2016: 14% below, 66% at, 20% above Once again our below % stayed much the same, but there was a shift from 'at' to above. We shifted one Year 4 boy (out of 5) from below to at by the end of the year</p> <p><u>Maths:</u> 2015: 11% below, 60% at, 28% above 2016: 10% below, 64% at, 26% above</p> <p>Teachers report shifts in student attitude and motivation, in particular children showing greater</p>	<p><u>Reading</u> We shifted 3 out of the 6 boys in Year 1-4 who were below to at. One of these students made 2 year's progress in 6 months. 1:1 Reading Support had a big impact on his learning.</p> <p>Of the remaining 6 students, one received ACC funding, one was referred to RTLB for additional support with learning and behaviour. Teachers have also identified that some of the New Entrant students require more transitioning from developmental/play environments.</p> <p><u>Writing</u> We shifted 3 out of our 7 target students in writing to at. Of the remaining 4 students, 1 still made accelerated progress with a shift from Well Below to Below. The other three students made progress but not at an accelerated rate.</p> <p>Through our teaching as inquiry we identified different strategies for making writing more engaging for boys. This had a particular impact on shifting students from at to</p>	<p>Junior Teachers are inquiring into Play based Learning to support children in their first year of school.</p> <p><u>Reading:</u> Continue to develop the Library as a resource for reading enjoyment (open at lunchtimes, displays etc promote books) Develop teacher</p> <p><u>Writing:</u> Continue to develop our professional knowledge around using vocabulary notebooks and other vocabulary strategies to further develop student agency and independence in writing</p> <p>Target groups in Year 4 and 5 (9 students). Teachers of these students to share their teaching as inquiry progress with each other</p> <p>As a school, continue to inquire into "what motivates our boys to write" and "what helps our boys to succeed in writing at an accelerated rate"</p>

strategies and how they look at different levels for *Read, Respond, and Think Critically*

Reading and Writing

**Teaching as Inquiry focus on Inquiry learning**

MoE PL and D:  
Student Inquiry Learning  
Bek Galloway

MoE PL and D  
Learning with Digital Devices  
Mike Perry

Ongoing PL and D (staff meetings) throughout the year on our Teaching as Inquiry goals around Inquiry Learning using digital devices

Maths:

Teacher Aide worked with small groups in Year 1-5 with Spring Into Maths programme- to target number knowledge skills that support strategy learning

Teachers participated in a statistics moderation PL and D session.

agency in their learning. This is evident in their goal setting and their ability to set their next step and to talk about their progress with teachers and whanau.

More boys used the library for recreational reading and for finding texts for information.

Teachers reported shifts in their confidence and use of digital devices to support student learning.

above, but not an impact on our boys who were below.

Maths

We are pleased with our progress in Maths.

We worked on our statistics teaching practice and moderation and teachers gained a better knowledge of the statistics strand and how it fits within the maths curriculum.

Out of the group of 5 students who were below we shifted 4 from Below to At. The 6<sup>th</sup> child remains a target student and received HLN funding.

Our % of students below in maths has had a small shift from 12% to 10%.

**Maths:**

Continue to focus on the group of students who are below and differentiate the programme to cater for how they learn best and what helps them to learn.

Use strand maths as a way to consolidate number knowledge

Develop our skills at teaching maths across the curriculum (e.g. with our Science focus)

**Planning for next year:**

Teaching as Inquiry goals will be based on target students with a focus on accelerating progress  
Use strand maths and maths across the curriculum (eg with the Science topic) to continue to extend students in maths  
Use our science focus as a high interest context for encouraging boys to read and write.