

Analysis of Variance Reporting



School Name:	Roseneath School	School Number:	2982
Strategic Aim:	<ol style="list-style-type: none"> 1. Empower all ākonga to be actively involved and striving in their learning 2. Strengthen the systems, practices and environments that promote positive behaviour for learning 3. Enable ākonga, whanau, teachers and the wider community to participate in collaborative partnerships for learning. 4. Advance our collective understanding of Aotearoa's bicultural heritage, and champion te reo me ona tikanga Māori as part of our everyday learning experience. 		
Annual Aim:	<p>Students in Year 1-2 will be encouraged to develop their positive disposition to learning, and their understanding of themselves as learners</p> <p>All of our Roseneath students will achieve to their highest potential:</p> <ul style="list-style-type: none"> -in reading, -in writing, -and in mathematics <p>Students at risk of not achieving will make accelerated progress</p>		
Target:	<p><u>Targets</u></p> <ol style="list-style-type: none"> 1. Year 1-2 Students will show how they feel about learning, describe who and what can help them in learning, and articulate and demonstrate at least one of the strategies that a learner uses 2. 90% of all Year 3-8 students are at or above their expected reading, writing and mathematics curriculum level by the end of the year. 3. Students who are below/well below, will demonstrate accelerated progress in writing. 		
Baseline Data:	<p>2020 EOY data</p> <ol style="list-style-type: none"> 1. 95% of our students were at/above in reading 2. 82% of our students were at/above for writing, a small increase from 79%, at the end of 2019, and closer to our 2018 data of 84% 3. 20% of Year 3s, 25% of Year 4s, 24% of year 5s and 29% of year 7s were below in writing. 40% of our Year 7 boys were below in writing. 		

Target 1: Year 1-2 Students will show how they feel about learning, describe who and what can help them in learning, and articulate and demonstrate at least one of the strategies that a learner uses

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>
<ol style="list-style-type: none"> 1. Discovery Time and Play Based learning programmes promote student engagement and a language-rich learning experience 2. Teachers are deliberate and explicit about what helps us learn across all learning contexts, as well as subject-specific strategies 3. Teachers model resilience, persistence and risk taking in their ‘think alouds’, and provide students with specific feedback when they see this demonstrated 	<p>Teachers held 1:1 interviews with students on school entry, at 6 months at school and at one year and again at the beginning and end of their second year at school.</p> <p>Learners showed a growing understanding of themselves as learners. After one year and again after two years at school all learners- including our target students -saw themselves as capable of learning, believed that others knew they were learners and could articulate what helps them.</p> <p>We noticed learners now describe what helps them to learn in te ao Māori (<i>“I think about the stories we know as I sing the songs and I do the actions”</i>)</p>	<p>We can see the link between modelling the language of learning as well as making the process of writing more explicit to our students</p> <p>We have seen the importance of schema and stories for our junior learners to connect to, to make their learning more relevant</p>	<p>Continue with Play Based Learning, making the Year 1- Year 2 progression more explicit</p> <p>Continue with student surveys, and include this in our conferences with parents.</p> <p>We will include te reo survey as part of their learning surveys, which then informs our school wide tracking on our cultural capability building.</p> <p>Student surveys and Learning Maps will be filed with the child’s learning profile over their time at Roseneath as a snapshot of their <i>learning to learn</i> skills</p>

Target 2: 90% of all Year 3-8 students are at or above their expected curriculum level in reading, writing and mathematics by the end of the year.

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>Regular teacher toolbox PLD sessions</p> <p>Prioritising sufficient opportunities to learn (Monday-Thursday learning blocks)</p> <p>Analysis of achievement information</p> <p>Target students in writing identified and tracked</p> <p>Continue to strengthen our moderation practices to ensure our assessment in ‘subjective’ areas like writing is as accurate and reliable as it can be</p> <p>Implemented Phonics programme across the school (building on the Year 1 and 2 programme already established):</p> <p>Years 1-3 Yolanda Soryl</p> <p>Years 4-8 Alpha to Omega</p> <p>15-20 minute sessions four days a week. Monitored data each term</p> <p>Built on last year’s StepsWeb programme to ensure it is implemented across Years 2-8</p>	<p>Reading</p> <p>99% of our Year 3-8 students achieved at or above their expected curriculum level</p> <p>9% over our target</p> <p>Writing</p> <p>85% of our Year 3-8 students achieved at or above their expected curriculum level</p> <p>An improvement of 4% from 2020, but 5% under our target</p> <p>60% of our year 6 boys achieved below expectations, all of our Year 6 girls achieved at and above expectations</p> <p>Maths</p> <p>94% of our Year 3-8 students achieved at or above their expected curriculum level</p> <p>4% over our target, and 8% more than 2020</p> <p>Across all curriculum ares, all but one of our Māori and Pasifika students achieved at or above their expected curriculum level</p>	<p>We were well prepared for the Covid-19 lockdown, with learning packs and systems in place to support digital and paper-based learning but more importantly the connection to school and family wellbeing.</p> <p>Careful, school wide implementation and close monitoring of our phonics programme kept the progress of students at the forefront</p> <p>Target student monitoring and sharing of practice continues to be an established culture.</p>	<p>Ensure teachers are well set up to provide a distance learning programme in the event of further lockdowns or school closures due to Covid-19.</p> <p>Continue with Teacher Toolbox PD structure, and continue to promote strong teacher practice through reciprocal observations and teaching as inquiry</p> <p>Continue to strengthen our moderation practices to ensure our assessment in ‘subjective’ areas like writing is as accurate and reliable as it can be</p> <p>Continue with deliberate, focused teaching of phonics and spelling across the school, monitoring progress carefully</p> <p><i>In addition to the 2021 programme:</i></p> <p>-purchase more Yolanda Soryl posters/reference tools for Year 0/1</p>

-purchase AtoO guide for year 2 (as some students are progressing faster off the YS programme now)

-Investigate a programme that extends and enriches spelling learning in year 7/8

-ensure timetables for intervention are aligned to enhance in-class learning opportunities (rather than clashing)

Structure our Year 7/8 class to provide more teacher input (particularly in writing), in particular to meet the social, behaviour and learning needs in the Year 7 boy cohort

Target 3 Students at risk, or not engaged as writers, will demonstrate improved engagement and achievement as writers by the end of the year.

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>
<ol style="list-style-type: none"> 1. Inquire into our teaching and learning in spelling/phonological awareness. 2. Differentiation of classroom learning programmes for students at risk of not achieving to their expected level e.g. <ul style="list-style-type: none"> Early Words and Advanced Words STEPS web ESOL Intervention Group Paired Writing Writers workshop in Term 3 In class behaviour support Scaled up the Steps Web programme across the school 3. Identification of target learners, and regular meetings to analyse progress and plan next steps 	<p>A structured phonics/spelling programme was implemented across the school, building on the year 1 and 2 phonics programme already in place.</p> <p>Of our 36 target students identified at the beginning of the year, 10 are still below, 26 have made accelerated progress to be at expectations</p>	<p>In 2020 we were impacted by Covid-19. During the lockdown we provided home learning programmes and where needed we sent school devices home. Our focus as a school was on engagement and on family wellbeing. We were impacted again by Covid-19 in 2021, with a shorter lockdown. We were able to provide a range of digital and unplugged learning opportunities with a stronger uptake from families.</p> <p>Our hypothesis is that most of our students continued to read and completed their online maths work but were less active in writing tasks.</p> <p>In analysing our 2020 results, we identified a few ‘hunches’ to guide our next spiral of inquiry into our practice.</p> <p>We notice that there is an acceleration in progress for some of our learners in Years 6-8, and we have a hunch that in subjects like writing, our students in the middle years are finding the progression from developing the technical skills for writing (letter-sound word knowledge etc) through to the structure demands of</p>	<ol style="list-style-type: none"> 1. Continue to work collaboratively to: <ol style="list-style-type: none"> (a) Identify students for intervention (b) Build strong partnerships with families to ensure attendance and commitment to the programmes (c) Provide ample opportunities for children to participate in the intervention, without other school priorities and activities interrupting them. 2. Continue intervention programmes such as STEPS web as short, intensive intervention (more like the Reading Recovery model on fast on/intensive/fast off) 3. Carefully consider specific, targeted interventions for learners with different abilities such as Toe By Toe (designed for students with specific learning disabilities) 4. Restructure Year 7/8 class to provide more direct teacher instruction and adult support for students with diverse and challenging behaviour, social, emotional and learning needs (additional teacher 0.4)

To improve engagement:

- differentiated writing tasks to suit special interests
- Provided choice in task, tool, and presentation method
- scaffolded support (e.g. I write, you write, we both write)
- specific checklists and individual daily goals

<p>writing, challenging. Therefore we implemented a structured school-wide phonics programme. Our children showed high levels of engagement and strong progress across the year.</p> <p>We've seen a small improvement in our writing data, and we expect to see further improvement as the deliberate teaching of phonics/phonological awareness becomes embedded into our practice</p>	
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