

Analysis of Variance 2017

School Name:	Huntly Primary School	School Number:	1751
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Strategic Aim:	All students accessing the New Zealand Curriculum and achieving success in relation to the National Standards. Maori students fully engaged and achieving educational success. They will have pride in their unique identity, language and culture as Maori.
Annual Aim:	Students will be identified within the target cohort and supported appropriately in their learning. Individual intervention plans.
Target:	READING Year 2 and 3 Maori students
Baseline Data:	Reading achievement has shown improvement over the last three years at school, there is a need to continue to build on the gains made. In the Year 2 & 3 area there is a need to focus to support enhanced achievement. It is evident that the data is showing substantial improvement throughout the year across the whole school. These improvements however do not translate to the Year 2 and 3 target group. The National Standards results clearly show that there is not the intended improvement.

Reporting to the BOT in June showed that 72 out of 214 students were operating Below the National Standards and in November 66 of the students were still Below the National Standards.

55 of these were Maori students.

2017 National Standards Reporting Against 2017 Charter Goals - Reading

JUNE	DECEMBER
<p>WHOLE SCHOOL -204 students</p> <p>21 (10.3%) Students achieved WELL BELOW the National Standards</p> <p>51 (25%) Students achieved BELOW the National Standards</p> <p>72 (35.3%) BELOW and WELL BELOW</p> <p>116 (56.9%) Students achieved AT the National Standards</p> <p>16 (7.8%) Students achieved ABOVE the National Standards</p> <p>132 (64.7%) AT and ABOVE</p>	<p>WHOLE SCHOOL -205 students</p> <p>20 (9.8%) Students achieved WELL BELOW the National Standards</p> <p>46 (22.4%) Students achieved BELOW the National Standards</p> <p>66 (32.2%) BELOW and WELL BELOW</p> <p>109 (53.2%) Students achieved AT the National Standards</p> <p>30 (14.6%) Students achieved ABOVE the National Standards</p> <p>139 (67.8%) AT and ABOVE</p>
<p>MAORI STUDENTS - 157 students</p> <p>18 (11.5%) Students achieved WELL BELOW the National Standards</p> <p>40 (25.5%) Students achieved BELOW the National Standards</p> <p>58 (37%) BELOW and WELL BELOW</p>	<p>MAORI STUDENTS - 160 students</p> <p>17 (10.6%) Students achieved WELL BELOW the National Standards</p> <p>38 (23.8%) Students achieved BELOW the National Standards</p> <p>55 (34.4%) BELOW and WELL BELOW</p>

88 (56.1%) Students achieved **AT** the National Standards

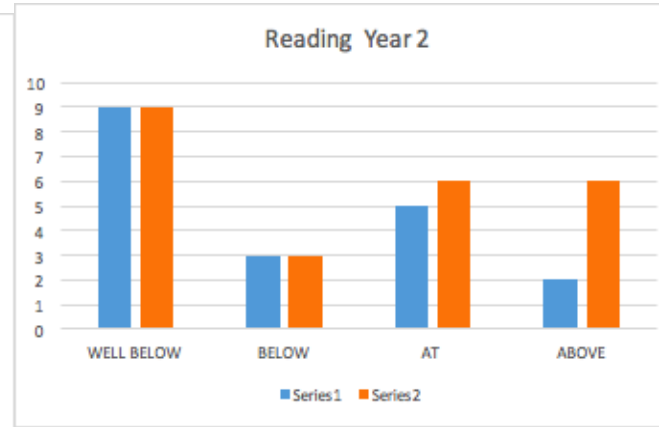
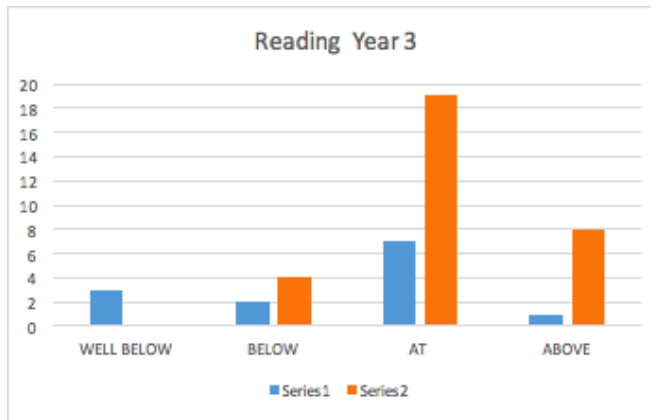
11 (7%) Students achieved **ABOVE** the National Standards

99 (63.1%) AT and ABOVE

85 (53.1%) Students achieved **AT** the National Standards

20 (12.5%) Students achieved **ABOVE** the National Standards

105 (65.6%) AT and ABOVE



Actions
What did we do?

Outcomes
What happened?

Reasons for the variance
Why did it happen?

Evaluation
Where to next?

We revised the First Steps reading program with staff and ensured that staff were ready to implement the strategies .

Within classes and support programmes target those identified as needing to move categories in relation to National Standards.

Quick 60 reading groups and acceleration programmes based on students needs and abilities.

The more focussed teaching produced a more confident attitude in the students but the struggle was to convert the confidence into competence.

At the end of Year 3 **38.5%** were under National Standards. The graph shows that there are more students reading At and Above.

The Year 3 results showed that the Quick 60 intervention program accelerated students and the students are more confident and eager to read.

At the end of Year 2 **50%** were under National Standards. The results are disappointing and it means these students will continue to be a target group in 2018.

- Implement specific actions from Teachers performance management to support their Teaching of Reading practice.
- Ensure that teachers have reading as a priority in their programmes, and plan, teach, assess and differentiate in their programmes to cater for needs of students, as outlined in school handbook.
- Increase confidence will be built on with an acceleration program that is being used successfully in the junior classes.
- Quick 60 Reading intervention to happen when students turn 6.
- Continue to moderate internally our judgements on Reading Levels and updated Learning Plans.
- Whanau will be encouraged to be and active part of their child's reading programme.

Planning for next year:

Our target groups for 2018 will be Year 2, 3 and 4 students. We will continue with the Quick 60 Literacy programme and train more teacher in this area to provide programme continuity. We will focus on all our students that is operating Below the National Levels and Accelerating programmes will be in place for individual students.

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Annual Aim:	Students will be identified within the target cohort and supported appropriately in their learning. Individual intervention plans.
Target:	WRITING Year 7 students achieving in Writing

Baseline Data:

There is a need to continue to build on the gains made in this aspect of school life. In 2017, 67.8% of of all students achieved the National Standard. Generally achievement has shown improvement however there are specific areas and cohorts which need to be increased so there is a need to continue to build on the gains made. There has been a large school wide focus on Writing with a goal towards it as a major theme for 2017 onwards to support student achievement and sustainability of our programmes.

2017 National Standards Reporting Against 2017 Charter Goals - Writing

JUNE	DECEMBER
<p>WHOLE SCHOOL -204 students</p> <p>21 (10.3%) Students achieved WELL BELOW the National Standards</p> <p>51 (25%) Students achieved BELOW the National Standards</p> <p>72 (35.3%) BELOW and WELL BELOW</p> <p>116 (56.9%) Students achieved AT the National Standards</p> <p>16 (7.8%) Students achieved ABOVE the National Standards</p> <p>132 (64.7%) AT and ABOVE</p>	<p>WHOLE SCHOOL -205 students</p> <p>20 (9.8%) Students achieved WELL BELOW the National Standards</p> <p>46 (22.4%) Students achieved BELOW the National Standards</p> <p>66 (32.2%) BELOW and WELL BELOW</p> <p>109 (53.2%) Students achieved AT the National Standards</p> <p>30 (14.6%) Students achieved ABOVE the National Standards</p> <p>139 (67.8%) AT and ABOVE</p>

MAORI STUDENTS - 157 students

18 (11.5%) Students achieved **WELL BELOW** the National Standards

40 (25.5%) Students achieved **BELOW** the National Standards

58 (37%) **BELOW and WELL BELOW**

88 (56.1%) Students achieved **AT** the National Standards

11 (7%) Students achieved **ABOVE** the National Standards

99 (63.1%) **AT and ABOVE**

MAORI STUDENTS - 160 students

17 (10.6%) Students achieved **WELL BELOW** the National Standards

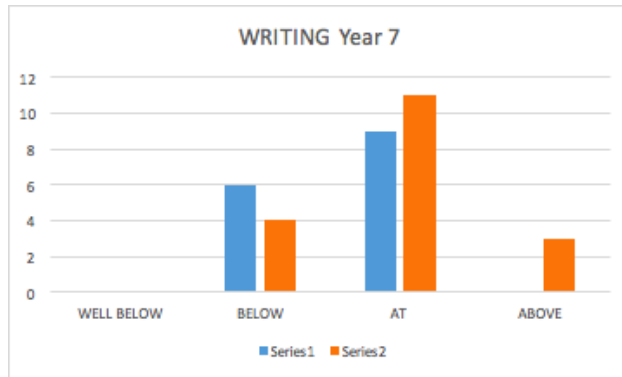
38 (23.8%) Students achieved **BELOW** the National Standards

55 (34.4%) **BELOW and WELL BELOW**

85 (53.1%) Students achieved **AT** the National Standards

20 (12.5%) Students achieved **ABOVE** the National Standards

105 (65.6%) **AT and ABOVE**



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>We revisit the Writing programme with whole staff.</p> <p>We increased 'free' writing opportunities for each students.</p> <p>We separated the formal/structured from daily writing.</p> <p>We constantly review assessment data with staff to determine learning needs.</p> <p>Continually moderate with teams and across the school our judgements in relation to National Standards to ensure students have correct judgements made.</p> <p>Collecting of school wide data and writing samples.</p> <p>Implementing new approach to the teaching of spelling and grammar based upon the trial of the PA Test Punctuation and Grammar</p>	<p>The revised approach made a positive impact on many areas of the school including our target group of Year 7 students.</p>	<p>Staff had professional development on how to motivate reluctant writers.</p> <p>We had a school wide focus on writing and teachers had writing as a priority in their programmes, and plan, teach, assess and differentiate in their programmes to cater for needs of students.</p>	<ul style="list-style-type: none"> • Moderation in place in teams and also full staff meetings, where we will look closely at moderation and supporting each other with judgements. • Within classes and support programmes target those identified as needing to move categories in relation to National Standards within classes and support. • Ensure that teachers have writing as a priority in their programmes, and plan, teach, assess and differentiate in their programmes to cater for needs of students, as outlined in school handbook • Early Quick 60 Literacy intervention to happen when students turn 6. • Maintain our professional learning in this area by supportive professional learning through teaching and learning time, as well as focussed professional development sessions as required
Planning for next year:			

Our target groups for 2018 will be Year 2, Year 3 and Year 7 students. We will continue with the Quick 60 Literacy programme and train more teacher in this area to provide programme continuity. We will focus on all our students that is operating Below the National Levels and Accelerating programmes will be in place for individual students. We will have small group acceleration teaching by the same Literacy specialist.

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Annual Aim:	Students will be identified within the target cohort and supported appropriately in their learning. Individual intervention plans.
Target:	MATHEMATICS Year 5 students achieving in Writing

Baseline Data:

Over the last two year the school has had a focus in lifting achievement in mathematics, this has resulted in more students achieving At or Above the National Standards. The school has recognised this and provided high quality in school Mathematics professional development. This has seen a lift in achievement and 63.9% of students are achieving At or Above the National Standards, however our target group Year 5 students has not made any progress. There is a need to continue this focus so that we can achieve our Strategic goal of all our students meeting the National Standard and gain sustainability for beyond this professional growth period.

2017 National Standards Reporting Against 2017 Charter Goals - MATHEMATICS

JUNE	DECEMBER
WHOLE SCHOOL -204 students	WHOLE SCHOOL -205 students
24 (11.8%) Students achieved WELL BELOW the National Standards	24 (11.7%) Students achieved WELL BELOW the National Standards
51 (25%) Students achieved BELOW the National Standards	50 (24.4%) Students achieved BELOW the National Standards
75 (36.8%) BELOW and WELL BELOW	74 (36.1%) BELOW and WELL BELOW
109 (53.4%) Students achieved AT the National Standards	107 (52.2%) Students achieved AT the National Standards
20 (9.8%) Students achieved ABOVE the National Standards	24 (11.7%) Students achieved ABOVE the National Standards
	131 (63.9%) AT and ABOVE

129 (63.2%) AT and ABOVE

MAORI STUDENTS - 157 students

19 (12.1%) Students achieved **WELL BELOW** the National Standards

43 (27.4%) Students achieved **BELOW** the National Standards

62 (39.5%) BELOW and WELL BELOW

79 (50.3%) Students achieved **AT** the National Standards

16 (10.2%) Students achieved **ABOVE** the National Standards

95 (60.4%) AT and ABOVE

MAORI STUDENTS - 160 students

19 (11.9%) Students achieved **WELL BELOW** the National Standards

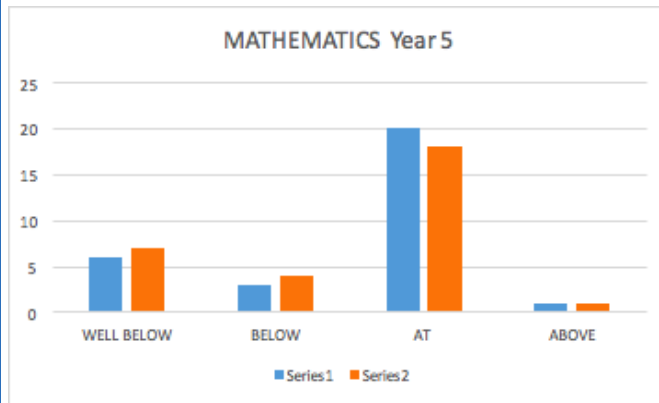
43 (26.9%) Students achieved **BELOW** the National Standards

62 (38.8%) BELOW and WELL BELOW

81 (50.6%) Students achieved **AT** the National Standards

17 (10.6%) Students achieved **ABOVE** the National Standards

88 (61.2%) AT and ABOVE



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>Maths was a real strong focus during 2017. Teachers have worked really hard and effectively on how to make judgements and move students on. This has challenged practice and supported student gains. Staff have been working hard and diligent in supporting this initiative. Student achievement in Maths for those below national standards showed significant support and gains through the building of teacher capability.</p> <p>We developed a plan to overcome areas that the children find more difficult (stage based) and devise a program to strengthen the children's abilities at these stages.</p>	<p>By collecting data regularly showed the need for urgency. The data showed lower/slower levels of progress.</p> <p>Our target group, Year 5 students showed no or very little progress and we still have 11 students below and well below the National Standards.</p>	<p>The students were well below the standards at the beginning of 2017 and the teachers worked very hard to accelerate these students. They have made significant progress, however not enough to meet the National Standards for the end of Year 5.</p>	<ul style="list-style-type: none"> • Ensure that teachers have maths as a priority in their programmes, and plan, teach, assess and differentiate in their programmes to cater for needs of students, as outlined in school handbook. • Moderation has been looked at and reflected on extensively during the first part of the year, with teachers coming up with effective systems to support judgements. • Ensure that students and teachers have high quality resources to support their programme. • Continually moderate with teams and across the school in relation to National Standards to ensure consistency and accuracy students in our Overall Teacher Judgements (O.T.J's)
Planning for next year:			

Our target groups for 2018 will be Year 4 and Year 7 students. Teachers will be accountable for the progress of students. Professional development opportunities for teachers in order to cater for the needs of all students. Mathematics will continue to be a large focus and area of urgency for the teachers. Senior management will monitor all data closely and meetings will be held with teachers, parents and whanau to insure a better outcome for all students.