

Analysis of Variance Reporting



School Name:	Roseneath School	School Number:	2982
Strategic Aim:	<ol style="list-style-type: none"> 1. Enable all ākonga to know themselves as learners, and empower them to be actively involved in their learning 2. Promote a responsive and inclusive environment to support quality teaching and learning 3. Empower ākonga, whanau, teachers and the wider community to participate in collaborative partnerships for learning. 		
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 in reading, writing and mathematics</p> <p>Students at risk of not achieving will make accelerated progress</p>		
Target:	<p>1.90% of all Years 3-8 students are at or above their expected curriculum level by the end of the year in</p> <ol style="list-style-type: none"> a) reading, b) writing c) maths <ol style="list-style-type: none"> 2. Increase the percentage of boys achieving above their expected reading level from 2017 3. Students will demonstrate increased engagement in writing 4. Increase the % of students in Years 3-8 achieving above their expected curriculum level in mathematics by the end of the year 		
Baseline Data:	<p>2017 EOY data</p> <ol style="list-style-type: none"> 1. Measured against NS: <ol style="list-style-type: none"> a) 88% at or above in reading b) 82% at or above in writing c) 90% at or above in mathematics 2. 18% of our boys achieved above expectations compared to 35% of girls in reading. 3. Identified 16 out of 120 students (13%) of concern with their engagement in writing 4. 34% of Year 4-8 students were achieving above in mathematics 		

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>1. Discovery Time and Play Based learning programmes promote student engagement and a language and mathematics-rich learning experience</p> <p>2. Development of effective literacy and mathematics practice in all classrooms through reciprocal observations, moderation conversations, ongoing professional learning that is focused on effective practice and our strategic achievement targets</p> <p>3. Differentiation of classroom learning programmes for students at risk of not achieving to their expected level e.g. Early Words and Advanced Words STEPS web ELL Intervention Group Paired Writing Year 4-6 Spring into Maths</p> <p>4. Differentiation of classroom learning programmes for those with the potential for</p>	<p>1.90% of all Years 3-8 students are at or above their expected curriculum level by the end of the year in</p> <p>a) reading: <i>Achieved: 96% at or above in reading</i></p> <p>b) writing <i>Not achieved: 84% at or above in writing similar to last year's data, and compared to 71% national trend,</i></p> <p>c) maths <i>Not (but almost!) achieved: 89% at or above in maths compared to 90% last year</i></p> <p>2. Increase the percentage of boys achieving above their expected reading level from 2017 <i>Achieved: 31% boys reading above compared to 18% above in 2017</i></p> <p>3. Students will demonstrate increased engagement in writing <i>Partially Achieved: 81% of our target group demonstrated increased engagement in writing</i></p>	<p>Note that in 2018 we measured academic achievement against the NZC curriculum levels, compared to 2017 against National Standards</p> <p>We are thrilled with our overall results in literacy and mathematics in 2018. In particular, we have noticed anecdotally and through surveys:</p> <ul style="list-style-type: none"> -increased learner agency -increased engagement in learning <p>Our reading results are particularly pleasing and are a direct result of teachers:</p> <ul style="list-style-type: none"> Promoting engaging reading texts and tasks Responding to student voice and identity Teachers reflecting and inquiring into their own practices <p>An example of this is a small group of Years and 8 boys who did not demonstrate an interest in reading at the beginning of the year. The classroom teacher identified this group and based her Teaching as Inquiry on promoting their engagement and interest in reading. By the end of the year this group had formed their own 'reading club' and would be found most lunchtimes reading books that they had recommended for each other.</p> <p>Our writing data remains steady, and once again is our 'weakest' result. This is to be kept in perspective, with 84% of our students</p>	<p>1. Continue with Teacher Toolbox PD structure, and continue to promote strong teacher practice through reciprocal observations and teaching as inquiry</p> <p>2. Focus PD and teacher practice on learner agency such as Jo Boaler Mathematics PD, collaborative learning strategies</p> <p>3. Restructure Intervention programmes such as STEPS web and SPRING to be a short, intensive intervention (more like the Reading Recovery model on fast on/intensive/fast off)</p> <p>4. Year 2-4 classes using Writers Notebook as an effective strategy for developing motivation and engagement in writing</p>

<p>extension and enrichment: e.g. Problem solving groups Otago Maths and other competitions Maths Café programme</p>		<p>achieving at/above, compared to around 70% as the national norm.</p> <p>We focused this year on promoting engagement and motivation in writing, and teachers:</p> <ol style="list-style-type: none"> 1. Shared practice 2. Trialled collaborative and cooperative writing tasks 3. Integrated writing into other learning areas 	
	<p>4. Increase the % of students in Years 3-8 achieving above their expected curriculum level in mathematics by the end of the year. <i>(Just) Achieved: 36% of students in Years 3-8 achieved above in 2018 compared to 34% in 2017</i></p>	<p>We have seen an improvement in engagement and student efficacy in writing. In particular, of the group of 16 students who we identified as not engaged (reluctant writers), 13 demonstrated increased engagement by the end of the year. We expect that next year, with a continued focus on writing engagement, we will start to see a positive shift in writing results</p> <p>Our mathematics results remain relatively strong, with 89% of Year 3-8 students achieving at/above their curriculum level, and 36% achieving above their curriculum expectations.</p> <p>We have identified that our Professional Development “toolbox” sessions (where the curriculum leader facilitates shared learning of new strategies in a practical, collaborative way) have been an effective strategy for promoting teacher practice and improved student outcomes</p> <p>We know some of our intervention programmes are more effective than others:</p>	

Early and Advanced words have a high rate of success

Paired writing had strong results, especially for our most challenged and challenging learners.

We know that the impact of Spring into Maths and Steps Web interventions are reliant on consistent timetabling and intensive attendance on the programme. Results were not as positive when school wide priorities (such as events and activities, and student behaviour and wellbeing concerns) took priority and when support staff were not able to provide the consistent daily intervention.

Planning for next year:

1. Staff commitment to school-wide and collaborative professional learning
2. Increased opportunities for reciprocal observations
3. Resourcing for Curriculum/Learning and specialist support continues to reflect goals and needs
4. Resourcing for leadership release continues to enable students with diverse needs to be catered for in the most effective way
5. Professional Development: e.g. Jo Boaler (Mathematics), Writers Notebook and Collaborative Writing