



# WHAKATANE INTERMEDIATE SCHOOL

## Analysis of Variance

School Number: 2082

### Strategic Goal:

To raise student achievement in Numeracy and Literacy to enable each student to progress toward meeting or exceeding the National Standards in Literacy and Numeracy for each year level with particular focus on Maori students, identified priority learners and those from low socio-economic backgrounds.

### Annual Goal:

Students will be engaged in their learning to enable them to be at or above the National Standard in Maths, Reading and Writing. Programmes will provide students relevant strategies to meet their individual needs.

### Target:

- Reading** There are 11 of 74 Year 8 Maori boys Well Below the standard in Reading. These students will have targeted programmes to allow for significant progress. These students will aim to make two sublevels progress in e-asTTle this year and be wither Below or at the Standard in Term 4. Progress of this group will be tracked.
- Writing** 17 of 74 Year 8 Maori boys were Well Below the standard in Writing. This is nearly  $\frac{1}{4}$  of this cohort. These students will aim to make two sublevels progress in e-asTTle this year and be either Below or At the standard in Term 4. A targeted programme will track the progress of these 17 students.
- Maths** 21 Year 8 Maori students are Well below the standard in Maths. These students will aim to make two sublevels progress in e-asTTle this year and be either Below or At the standard in Term 4. A targeted programme will track the progress of these 17 students.

### Baseline Data:

#### 2016 National Standards Data

	Above National Standard		At National Standard		Below or Well Below National Standard		Across the School
	Year 7	Year 8	Year 7	Year 8	Year 7	Year 8	
<b>Reading</b>	16%	20%	55%	62%	29%	18%	77% at or above
<b>Writing</b>	7%	9%	51%	65%	42%	26%	67% at or above
<b>Maths</b>	11%	18%	57%	61%	32%	21%	74% at or above

<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><b>Reading</b></p> <p>School-wide analysis of PAT Reading comprehension.</p> <p>Identified Priority students in each class to be tracked across the year.</p> <p>Developed a Reading Report where teachers completed an in-depth analysis of data to inform next steps for learning.</p>	<p>13% of all NZ European students are below the standard in reading</p> <p>29.6% of all Maori students are below the standard in reading</p> <p>30.4% of all boys are below the standard in reading</p> <p>14.4% of all girls are below the standard in reading</p> <p>In PAT, as cohorts Girls and NZ European students outperformed their reference groups.</p> <p>Maori students continued to be the group causing the most concern, particularly boys.</p>	<p>70.2% of Year 8 Maori Boys achieved the standard compared to 61% in the previous year. The target was 75%.</p> <p>Teachers are beginning to analyse their reading results with more depth. This allows to a greater ability to identify specific learning needs.</p>	<p>Tracking of Well Below Maori student students across their two years at Intermediate to ensure we are monitoring progress.</p> <p>Development of Learning Hubs of 5 low students to place teacher aid support in areas where more assistance needed in 2017.</p>
<p><b>Writing</b></p> <p>Professional development in writing from Gail Laone for the second year.</p> <p>Weekly moderation of writing using asTTle rubrics starting in Term 3.</p> <p>Target writers were identified and tracked across the year with particular learning needs identified.</p> <p>End of Year data was analysed to inform progress and planning for the following year.</p> <p>DPs observed teachers in writing regularly giving feedback.</p> <p>Teachers had an appraisal goal formed on a writing inquiry.</p>	<p>32.9% of all students are below the standard in writing</p> <p>23.1% of all NZ European students are below the standard in writing</p> <p>39.9% of all Maori students are below the standard in writing</p> <p>41.9% of all boys are below the standard in writing</p> <p>22.3% of all girls are below the standard in writing</p> <p>More time spent making and moderating OTJs allowed for a better cohesion between OTJs and asTTle writing levels.</p>	<p>Looking at the data for 2015-2016 there seems to be a greater number of Year 8 students making progress across the two year period.</p> <p>Tracking of OTJs across the year shows that students are making progress with 69 Year 7 students Below and Well Below in Term 1 and 39 students Below and Well below in Term 4.</p> <p>Tracking of OTJs across the year shows that students are making progress with 57 Year 8 students Below and Well Below in Term 1 and 26 students Below and Well below in Term 4.</p>	<p>Continued PD with Gaol Loane for 2017 to ensure that the learning is consolidated.</p> <p>Unpacking of the PaCT writing aspects and sets to allow for the development of learner agency through teacher knowledge.</p> <p>Tracking of students across their two years at Intermediate to see how this writing programme effects change.</p>

<p><b>Mathematics</b></p> <p>Teacher aide support for students with specific needs in maths.</p> <p>Development of an in-school Mathematics CoL role.</p> <p>School-wide analysis of PAT Maths.</p>	<p>25.7% of all students are below the standard in mathematics</p> <p>15.3% of all NZ European students are below the standard in mathematics</p> <p>33.3% of all Maori students are below the standard in mathematics</p> <p>30.1% of all boys are below the standard in mathematics</p> <p>20.7% of all girls are below the standard in mathematics</p>	<p>The Target Goal for 2016 was to have 80% of Year 8 Maori boys achieving the standard. While this was 65.9% of the cohort, only 4 of these students were Well Below the standard at the end of the year. One of these students is ORS funded.</p>	<p>Tracking of Well Below Maori student students across their two years at Intermediate to ensure we are monitoring progress.</p> <p>Development of Learning Hubs of 5 low students to place teacher aid support in areas where more assistance needed in 2017.</p> <p>PD from the Community of Learners around Mathematics delivery. Particularly focussing on PaCT tool identifying next learning steps.</p> <p>More direction from Senior Management around the structure of maths sessions.</p>
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**Planning for next year (2017):**

- Reading**
- Review assessment data (PAT, e-asTTle) with staff and determine the particular learning needs of priority students.
  - Plan an extended programme to meet the learning needs of the target students.
  - Work with parents, families and whanau around ways to support student learning.
  - Teacher aide support will be targeted to specifically identified students.
  - Process put in place for teacher to reflect on and improve practice (Priority Learners).
  - Professional readings and quality professional development put in place to support and guide teacher professional practice. e.g Development of a Reading Report, analysis of data, workshops during staff meetings.
  - School-wide assessment developed so that there is consistency throughout the school.
  - Work with students to identify what they are struggling with in reading and how it can be addressed.
  - Software/resources sought to improve student progress and achievement. i.e. Steps, Rainbow Reading
  - Programmes developed to address the gap between male and female achievement.
  - Analyse year-end data to inform progress and planning for the following year.
  - Programmes will be designed to meet student's needs and delivery will be embedded in practice and be in ability groups.

**Writing**

- Continued Professional Development with Gail Loane.
- Development of a Raising Achievement Plan (RAP)
- Targeted students tracked 5 weekly in writing.
- Continue with Priority students tracked 5 weekly in reading.
- Develop knowledge of PaCT in Mathematics through PD within the CoL.
- Have a Lead Teacher of IT to further develop IT in the school.
- As part of the Strategic Goal 1a develop the concept of Learner Agency in writing.
- Use data to guide and plan appropriate programmes for the needs of the emerging adolescent.
- Use a Reading Report to allow teachers to analyse and collate data for the identification of learning needs.

**Mathematics**

- Review assessment data with staff and determine the particular learning needs of students achieving below the National Standard.
  - Plan an extended programme to meet the learning needs of the below students.
  - Work with parents, families and whanau around ways to support student learning.
  - Teacher aide support will be targeted to specifically identified students.
  - School-wide professional development given to teachers on teaching mathematics and different learning styles.
  - Process put in place for teacher to reflect on and improve practice through appraisal and observation.
  - School-wide assessment developed so that there is consistency throughout the school (PAT, e-asTTle).
  - Work with students to identify what they are struggling with in mathematics and how it can be addressed.
  - Analyse year-end data to inform progress and planning for the following year.
  - Consistent delivery of structured lessons.
  - Programmes will be designed to meet students' needs and delivery will be in ability groups.
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