

Analysis of Variance Reporting



School Name:	Matamata Christian School	School Number:	1186
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Strategic Aim:	To accelerate achievement of students that are below expectations.																		
Annual Aim:	To lift school wide achievement of all students so every child improves by 12 months progress or more, and those that are one year or more below curriculum expectations will improve by 24 months to either be at curriculum expectations or close the gap on them.																		
Target:	To lift school wide achievement of all students in Mathematics and Writing so every child improves by 12 months progress or more, and those that are one year or more below curriculum expectations will improve by 24 months to either be at curriculum expectations or close the gap on them.																		
Baseline Data:	<p>In Mathematics particular emphasis is being placed in the Year 2 – 3 and 6 – 8, Māori and boy’s cohort but the target is for every school year level. At the beginning of 2021:</p> <p>70% of the school are performing at or above expectations 17% are one year below expectations 13% are at risk (more than one year below expectations)</p> <table border="0"> <tr> <td>For Māori students:</td> <td>For Pasifika students:</td> </tr> <tr> <td>38% are performing at or above expectations</td> <td>76% are performing at or above expectations</td> </tr> <tr> <td>31% are below</td> <td>12% are below</td> </tr> <tr> <td>31% are at risk</td> <td>12% are at risk</td> </tr> </table> <table border="0"> <tr> <td>For boys:</td> <td>For girls:</td> </tr> <tr> <td>56% are performing at or above expectations</td> <td>79% are performing at or above expectations</td> </tr> <tr> <td>24% are below</td> <td>13% are below</td> </tr> <tr> <td>20% are at risk</td> <td>8% are at risk</td> </tr> </table>			For Māori students:	For Pasifika students:	38% are performing at or above expectations	76% are performing at or above expectations	31% are below	12% are below	31% are at risk	12% are at risk	For boys:	For girls:	56% are performing at or above expectations	79% are performing at or above expectations	24% are below	13% are below	20% are at risk	8% are at risk
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In Writing particular emphasis is being placed at all levels, Māori and boy's but the target is for every school year level. At the beginning of 2021:

58% of the school are performing at or above expectations

30% are one year below expectations

12% are at risk (more than one year below expectations)

For Māori students:

23% are performing at or above expectations

69% are below

8% are at risk

For Pasifika students:

75% are performing at or above expectations

13% are below

12% are at risk

For boys:

44% are performing at or above expectations

35% are below

21% are at risk

For girls:

67% are performing at or above expectations

27% are below

6% are at risk

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>In Mathematics:</p> <ul style="list-style-type: none"> - we took part in MST with a focus at Years 6 – 8 - we implemented ALiM from Years 4 – 8 - teachers used their teacher inquiries to target the acceleration of students or the implementation of effective pedagogies - with high student numbers in the Junior and Senior classes the Board made the decision to employ part-time above entitlement teachers to provide extra learning support in these two classes - we developed and implemented Tataiako strategies to support Māori learners - implemented Māori and the start of CRRP strategies to support Māori learners - we had individual whānau hui to gather support for Māori learners - we introduced a parenting programme we developed with the University of Waikato to help parents engage with their children at home to learn Maths - we promoted a series of brochures we had developed to help parents help their children at home in Numeracy stages 0 – 8 - our MST teacher ran staff meetings to help staff develop ideas and strategies to help accelerate students 	<p>All Students: 21% (18) were above curriculum expectations 45% (38) were at 20% (17) were below 14% (12) were well below Total: 66% were at or above expectations</p> <p>Gender: 62% of boys were at or above expectations. 69% of girls were at or above.</p> <p>Māori: 0% were above expectations 46% (6) were at 8% (1) were below 46% (6) were well below Total: 46% were at expectations.</p> <p>Pasifika: 50% (4) were above expectations 25% (2) were at 0% were below 25% (2) were well below Total: 75% were at or above expectations.</p> <p>ESOL: 0% were above expectations 56% (5) were at 44% (4) were below 0% were well below Total: 56% were at expectations.</p> <p>Analysis: The school's target was to lift school wide achievement of all students in Mathematics so every child improved by 12 months progress or more, and those that were one year or more below the expectations would improve by 24 months to either be at the curriculum expectations or close the gap on them.</p>	<p>This was another nightmare year for us with a second lockdown. This was exasperated by a number of our students living within the Cambridge boundary and therefore experiencing a much extended lockdown period.</p> <p>In spite of our rich strategic plan our data suggests we did not get the traction we were looking for to greatly shift and accelerate all students that needed this though 22% did still experience acceleration.</p> <p>There are a few points to note:</p> <ul style="list-style-type: none"> - The school has a high transience rate. While some higher achieving students left during the year from the initial data, a number of new students also came in and the school roll grew. Many of these students were performing below expectations when they arrived which contributed to the overall data staying down. - The national and then local lockdown had an enormous impact on overall motivation. Feedback has been generally good about the online programmes we ran but we had trouble getting some parents and families to engage, and most students grew wary of online learning over time and disengaged. Some of our top 	<p>We are trying again in 2022 but realise this may be a year full of disruption too. Already some important features of our annual calendar have been cancelled and this has a flow on negative effect on student well-being in general.</p> <p>We will implement all our research based strategies again in Maths (see our 2022 Strategic Plan) and we have enrolled in the second year of MST in an effort to evolve a high level plan for accelerating student achievement at lower levels. Our roll numbers seem to be down for the start of 2022 but we are retaining extra staffing at the school's expense in a strategic move to positively impact student achievement. We expect this to have a significant impact.</p> <p>Maths results in 2021 remained relatively consistent with the previous year which was a result of everything we had in place strategically, as there was a lot going against us.</p> <p>In Writing we have secured high level PLD with <i>Writer's Toolbox</i>, formerly <i>Write That Essay</i> to raise teacher pedagogy across the school, and particularly at Years 5 – 8. Staff are very excited about this development and we have appointed multiple lead teachers in this space to gain greater buy-in. We have seen this PLD hugely impact results in other schools we are linked with and we have high hopes this will do the same in our</p>

<ul style="list-style-type: none"> - staff meetings in school holidays discussed students that were at risk of not achieving so all staff could own the problem and help input ideas to help move students 	<p>While only 66% are at or above expectations 85% (67) of the school met the school target outlined above. (Note we had no previous data on six students who started during the year). 22% (17) made accelerated progress. 13 of these were behind and six of these are now operating at expectations.</p> <p>15% (12) made less than 12 months progress and all of these students are behind expectations.</p> <p>While our roll numbers were a lot higher than last year our statistics improved fractionally overall compared to last year and with Māori, though not from the beginning of the year data. Pasifika are still doing well overall. Girls are performing better than boys.</p>	<p>students even refused to carry on in the last few weeks.</p> <p>When lockdown was over some students did not return in a timely manner and there were some attendance issues. The whole school was generally lethargic for the remainder of the year and this was exasperated with the cancellation of events and Sports Camp that had been looked forward to for many weeks. Fatigue and some fear over Covid remained for some families. Student and family well-being became part of what we had to work on.</p> <ul style="list-style-type: none"> - School programmes ran well but struggled to get the traction we normally expect as a result of the above points. 	<p>space. It will form the main development in this area in 2022.</p> <p>The Junior school (Years 1 – 2) is also involved in the <i>Better Start Literacy Approach (BSLA)</i> for 2022. We are hoping this will also have a longer term positive impact on literacy in general too. We are working hard to help every student by developing a thorough strategic plan. We are committed to helping every child succeed regardless of what they bring to the table with them in prior learning and learning needs.</p>
<p>In Writing:</p> <ul style="list-style-type: none"> - teachers used their teacher inquiries to target the acceleration of students or the implementation of effective pedagogies - with high student numbers in the Junior and Senior classes the Board made the decision to employ part-time above entitlement teachers to provide extra learning support in these two classes - developed and implemented Tataiako strategies to support Māori learners 	<p>All Students: 4% (18) were above curriculum expectations 54% (44) were at 29% (25) were below 14% (12) were well below Total: 52% were at or above expectations</p> <p>Gender: 38% of boys were at or above expectations. 64% of girls were at or above.</p> <p>Māori: 0% were above expectations 38% (5) were at 23% (3) were below 38% (5) were well below Total: 38% were at expectations.</p>	<p>As in Maths, lockdowns had a significant impact on learning in Writing. Again we had a rich strategic plan but our data shows we struggled to get the traction we were looking for to greatly shift and accelerate all students that needed this. In spite of this 16% (13 students) did still experience acceleration.</p> <p>Many of the points raised under Mathematics (above) are relevant here too:</p> <ul style="list-style-type: none"> - The school has a high transience rate. While some higher achieving students left during the year from the initial data, a number of new students also 	

<ul style="list-style-type: none"> - implemented Māori and the start of CRRP strategies to support Māori learners - had individual whānau hui to gather support for Māori learners - staff meetings in school holidays discussed students that were at risk of not achieving so all staff could own the problem and help input ideas to help move students - in Term 4 we trialled an online programme, <i>Write That Essay</i>, at Years 4 – 8 to see if this would offer opportunities and provide an impact going forward 	<p>Pasifika: 13% (1) were above expectations 50% (4) were at 25% (2) were below 13% (1) were well below Total: 63% were at or above expectations.</p> <p>ESOL: 0% were above expectations 67% (6) were at 22% (2) were below 11% (1) were well below Total: 67% were at expectations.</p> <p>Analysis: The school’s target was to lift school wide achievement of all students in Mathematics so every child improved by 12 months progress or more, and those that were one year or more below the expectations would improve by 24 months to either be at the curriculum expectations or close the gap on them.</p> <p>While only 52% are at or above expectations, 72% (57 students) of the school met the school target outlined above. (Note we had no previous data on six students who started during the year). 16% (13) made accelerated progress. Nine of these students were behind and of these four are now working at expectations. ESOL achievement improved by 11%.</p> <p>A number of students who are below expectations are only just below. Teachers worked very hard at trying to drive achievement in this area to motivate students and accelerate growth.</p>	<p>came in and the school roll grew. Many of these students were performing below expectations when they arrived which contributed to the overall data staying down.</p> <ul style="list-style-type: none"> - The national and then local lockdown had an enormous impact on overall motivation. Feedback has been generally good about the online programmes we ran but we had trouble getting some parents and families to engage, and most students grew wary of online learning over time and disengaged. Some of our top students even refused to carry on in the last few weeks. - When lockdown was over some students did not return in a timely manner and there were some attendance issues. The whole school was generally lethargic for the remainder of the year and this was exasperated with the cancellation of events and Sports Camp that had been looked forward to for many weeks. Fatigue and some fear over Covid remained for some families. Student and family well-being became part of what we had to work on. - School programmes ran well but struggled to get the traction we normally expect as a result of the above points. - Mid-year data was down so we earnestly looked at different ways of doing things through teacher inquiry and by trialling <i>Write That Essay</i>. This led to PLD development for 2022. 	
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Planning for next year:

Mathematics will be a target area in 2022 as we try to lift our achievement data. We will use the same target and implement the strategies planned to drive achievement in 2021 as well as further work we are planning in MST and CRRP we are involved in. The strategies we are developing through MST are research based and being supported by a facilitator. Our strategic plans include (further details are available in the 2022 Strategic Plan):

- Develop the Numeracy teaching model in the two Junior classes.
- Retain an extra teacher in the Junior class to help accelerate learning for all students in Years 1 – 2.
- Develop and embed in the Senior class and later in the year introduce to the Year 5/6 class a new model for Mathematics teaching to include:
 - rich tasks and problem solving with specific planning structure
 - flipped learning
 - multi-level group teaching
 - group member roles
 - discourse
 - front loading information
 - student accessible rubrics
 - strand assessment
- Use Mathematics research and readings to develop strategies and approaches to accelerate learning.
- Integrate Accelerated Learning in Mathematics (ALiM) into class practices to accelerate progress of students that are behind expectations in Years 5 - 8.
- Two significant target groups of students will be established from Years 5 – 8 to shift in achievement. Research, University study and facilitator support will be used to support a teacher.
- Teachers will have target groups of students that they use to inquire into their practise to lift achievement of these students against the school's Curriculum Expectations.
- Run a series of *Maths Together* parent evenings developed by our school to support parent support of their children at home.
- Staff developed Tataiako initiatives to be implemented as per staff performance appraisals
- Use development from BTI through the Kāhui Ako to develop culturally inclusive practices in our classrooms.
- Through professional development and a facilitator increase the use of Māori language in context to develop cultural inclusiveness and identity.

- In Years 5 – 8 continue experimentation and development of mixed ability groupings, flipped learning practice, rich task development, collaborative teaching and learning, problem solving, and discourse development.
- Use the Swivl to create flipped learning tutorials for students.
- Purchase Numeracy equipment as necessary and N.C.M. text books to build resources available to teachers and students.
- Timetable a Maths Club using Comet Maths to target underachieving students at Numeracy Stages 3 – 5 if needed.
- Interview and regularly report to parents with target students.
- Develop Maths games to be used with families for homework to lift engagement and success in Maths
- Promote the Numeracy brochures we have developed for parents to use with their children to assist home learning.
- Develop student rubrics at all levels to help students understand their learning pathways and set goals to help self-manage and drive their achievement.
- Continue to develop an understanding of the Mathematics rubrics and features of the exemplars in staff meetings.

In Writing the goal will be to lift school wide achievement of all students in Writing so every child improves by 12 months progress or more, and those that are one year or more below the curriculum expectations will improve by 24 months to either be at the curriculum expectations or close the gap on them.

The strategies involved include:

- Continuing the employment of an extra teacher at Years 1 – 2 to help accelerate the learning and growth of every student in this class.
- Have staff wide PLD through *Writer's Toolbox* to develop teaching pedagogies in this area.
- Implement *Writer's Toolbox* online as a motivational tool and to further learning at Years 5 – 8.
- Through the use of staff meetings analyse practice, best practice, data and explore teaching needs. Develop teacher knowledge and rubrics as necessary.
- Introduce and develop a new spelling programme schoolwide.
- Use any initiatives of the Kāhui Ako as strategic support.

- Teachers will have target groups of students that they use to inquire into their practise to accelerate achievement of below expectation students.
- Review assessment processes and update the English Implementation Plan looking at what and why we are assessing, and what the best process for doing so is in order to support learning, student understanding of their learning and goal setting.
- Staff developed Tātaiako initiatives to be implemented as per staff performance requirements.
- Use research and professional development from our Kāhui Ako to develop culturally responsive pedagogies.
- Develop student rubrics at all levels to help students understand their learning pathways and set goals to help self-manage and drive their achievement.
- Continue to develop an understanding of the Writing expectations rubrics and features of the exemplars in staff meetings.