

Analysis of Variance Reporting



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| School Name: | Matamata Christian School | School Number: | 1186 | | | | | | | | | | | | | | | | |
| 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 6 – 8 cohort, Māori, boy’s and ESOL but the target is for every school year level.</p> <p>At the beginning of 2022:</p> <p>65% of the school are performing at or above expectations</p> <p>26% are one year below expectations</p> <p>9% are at risk (more than one year below expectations)</p> <table><tr><td>For Māori students:</td><td>For Pasifika students:</td></tr><tr><td>50% are performing at or above expectations</td><td>83% are performing at or above expectations</td></tr><tr><td>10% are below</td><td>0% are below</td></tr><tr><td>40% are at risk</td><td>17% are at risk</td></tr></table> <table><tr><td>For boys:</td><td>For girls:</td></tr><tr><td>60% are performing at or above expectations</td><td>68% are performing at or above expectations</td></tr><tr><td>33% are below</td><td>21% are below</td></tr><tr><td>7% are at risk</td><td>11% are at risk</td></tr></table> | | | For Māori students: | For Pasifika students: | 50% are performing at or above expectations | 83% are performing at or above expectations | 10% are below | 0% are below | 40% are at risk | 17% are at risk | For boys: | For girls: | 60% are performing at or above expectations | 68% are performing at or above expectations | 33% are below | 21% are below | 7% are at risk | 11% are at risk |
| For Māori students: | For Pasifika students: | | | | | | | | | | | | | | | | | | |
| 50% are performing at or above expectations | 83% are performing at or above expectations | | | | | | | | | | | | | | | | | | |
| 10% are below | 0% are below | | | | | | | | | | | | | | | | | | |
| 40% are at risk | 17% are at risk | | | | | | | | | | | | | | | | | | |
| For boys: | For girls: | | | | | | | | | | | | | | | | | | |
| 60% are performing at or above expectations | 68% are performing at or above expectations | | | | | | | | | | | | | | | | | | |
| 33% are below | 21% are below | | | | | | | | | | | | | | | | | | |
| 7% are at risk | 11% are at risk | | | | | | | | | | | | | | | | | | |

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| | <p>For ESOL: 33% are performing at or above expectations 67% are below 0% are at risk</p> <p>In Writing particular emphasis is being placed at Year's 3 - 7, Māori and boy's but the target is for every school year level. At the beginning of 2022: 49% of the school are performing at or above expectations 40% are one year below expectations 11% are at risk (more than one year below expectations)</p> <p>For Māori students: 30% are performing at or above expectations 30% are below 40% are at risk</p> <p>For boys: 43% are performing at or above expectations 40% are below 17% are at risk</p> <p>For ESOL: 67% are performing at or above expectations 33% are below 0% are at risk</p> | |
| | <p>For Pasifika students: 67% are performing at or above expectations 17% are below 16% are at risk</p> <p>For girls: 53% are performing at or above expectations 39% are below 8% are at risk</p> | |
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| 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> |
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| <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 3 – 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 class the Board made the decision to employ part-time an above entitlement teacher to provide extra learning support to the Junior class - 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 tried to run 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: 13% (9) were above curriculum expectations 55% (38) were at 22% (15) were below 10% (7) were well below Total: 68% were at or above expectations</p> <p>Gender: 67% of boys were at or above expectations. 67% of girls were at or above.</p> <p>Māori: 12% (1) were above expectations 38% (3) were at 25% (2) were below 25% (2) were well below Total: 50% were at expectations.</p> <p>Pasifika: 33% (2) were above expectations 50% (3) were at 17% (1) were below 0% (0) were well below Total: 83% were at or above expectations.</p> <p>ESOL: Just one fully ESOL student remained on the roll and finished 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. 64% (44) of the school met the school target outlined above. (Note we had no previous data on students who started during the year).</p> | <p>Both Mathematics and Writing had slight overall increases of 3% from original data, however, this does not take into account students that left during the year that were achieving and the fact that the school roll grew during the year with most of these students coming in below expectations. If these two elements were factored in the real growth would have been closer to 10% overall in each of these subjects.</p> <p>A lot of strategies were used to try to drive acceleration which seem to have had a positive cumulative effect. The PLD in Writing is particularly being well received by staff and impacting teaching programmes.</p> <p>Having an extra teacher in the Junior room for core subject areas has had a big impact on the strong progress of Year 1 and 2 students.</p> <p>Some students schoolwide have not made the growth we were aiming for. Regular attendance may have been a factor in this as there were considerable absences during the year. Illness was more prevalent than past years and a number of families were being cautious around Covid.</p> <p>51% of students had absences above the 10 days absence (two weeks) in the year that is considered acceptable. 25% of total students had absences of 20 or more days (a month of school), while 7% of students had more than 40 days (between eight weeks and two terms) off school. It is very</p> | <p>Similar strategies are going to be used in 2023 as in 2022 but Writing will become the key development area. Further PLD has been sought and will continue to be sought moving forward using <i>Writer's Toolbox</i>. This is having a big impact on teaching pedagogies and student engagement.</p> <p>The Junior class will continue development in <i>BSLA</i> and will enter the second phase of the PLD programme. This programme seems to be having a strong impact on foundational progress in Reading.</p> <p>Addressing attendance is also going to be a key area of strategy. We started having conversations with individual families and as a school community late in 2022. This has had a mixed reception but is an area we believe will make a difference.</p> <p>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> |

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| <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 accelerate students <p>In Writing:</p> <ul style="list-style-type: none"> - we introduced the programme, <i>Writer's Toolbox</i>, across the school as a major programme to lift writing achievement - introduced the online aspects of <i>Writer's Toolbox</i> to support the writing programme used in class at Years 5 – 8 - bought considerable resources to support the new teaching programme being used - teachers used their teacher inquiries to target the acceleration of students and the implementation of effective pedagogies - with high student numbers in the Junior class the Board made the decision to employ a part-time above entitlement teacher to provide extra learning support in the Junior class - developed and implemented Tataiako strategies to support Māori learners | <p>17% (12) made accelerated progress. Seven of these were behind and are now operating at expectations.</p> <p>20% (14) made less than 12 months progress with nine of these being behind expectations.</p> <p>Māori achievement remained at 50% but there was a notable reduction in the well belows which started closing the gap to be a year below. Pasifika also stayed the same at 83% with the well below student closing the gap to now be a year behind. Girls stayed pretty much the same (a 1% drop) while boys increased achievement by 7% to 67%. Girls and boys achievement rates are now equal in Maths.</p> <p>All Students:</p> <p>3% (2) were above curriculum expectations 49% (34) were at 39% (27) were below 9% (6) were well below Total: 52% were at or above expectations</p> <p>Gender:</p> <p>34% of boys were at or above expectations. 67% of girls were at or above.</p> <p>Māori:</p> <p>0% (0) were above expectations 38% (3) were at 62% (5) were below 0% (0) were well below Total: 38% were at expectations.</p> <p>Pasifika:</p> <p>17% (1) were above expectations 50% (3) were at 33% (2) were below 0% (0) were well below Total: 67% were at or above expectations.</p> <p>ESOL:</p> <p>Just one fully ESOL student remained on the</p> | <p>likely this has significantly impacted the results of these students.</p> | |
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| <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 | <p>roll and finished at expectations.</p> <p>Analysis: The school's target was to lift school wide achievement of all students in Writing so every child improved by 12 months progress or more, and those that were one year or more below expectations would improve by 24 months to either be at the curriculum expectations or close the gap on them.</p> <p>57% (39 students) of the school met the school target outlined above. (Note we had no previous data on students who started during the year). 23% (16) made accelerated progress. 15 of these students were behind and of these 10 are now working at expectations.</p> <p>52% at or above is a slight increase of 4% and includes families that have joined the school during the year, most of whom were behind, while some students from our original data that were at expectations have left. These two factors have had a negative impact on data of approximately 6%. Thus real overall school growth could be a positive growth rate of 10% rather than 4%.</p> <p>Māori achieving is still low at 38% but this is an increase of 8% from the beginning of the year while there are now no well below students resulting in 40% of Māori closing the gap to be just one year behind.</p> <p>Pasifika maintained the same number achieving, however, like Māori, there are now none that are well below.</p> <p>Girls had the biggest gains with an increase of 14% achieving to 67%. Boys however had a 9% drop. Three students in each of the Year 3 and Year 8 boys were the most notable groups that underperformed while all Year 7 boys closed the gap on the expectations. In 2023 the target will be boys at Year 4 and above.</p> | | |
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Planning for next year:

Writing will be a key target area in 2023 as we try to lift our achievement data. 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 will include:

- Having staff wide PLD through *Writer's Toolbox* to develop teaching pedagogies in this area.
- Implementing *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.
- Reinforcing the integration of *The Code* to develop spelling schoolwide.
- Exploring the employment of an extra teacher at Years 1 – 2 to help accelerate the learning and growth of every student in this class as numbers increase.
- Using any initiatives of the Kāhui Ako as strategic support.

Mathematics will continue to be a target area in 2023 as we try to lift our achievement data. We will use the same target and implement the strategies planned to drive achievement in 2022. The strategies we have been developing through MST are research based. Our strategic plans includes (further details are available in the 2023 Strategic Plan):

- Developing and embedding 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
- Using Mathematics research and readings to develop strategies and approaches to accelerate learning.
- Integrating Accelerated Learning in Mathematics (ALiM) into class practices to accelerate progress of students that are behind expectations in Years 3 - 8.

- 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.
- Running a series of Maths Together parent evenings developed by our school to aid parent support of their children at home.
- Staff developed Tātaiako initiatives to be implemented as per staff performance appraisals
- Using development from BTI through the Kāhui Ako to develop culturally inclusive practices in our classrooms.
- Through professional development 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.
- Using the Swivl to create flipped learning tutorials for students.
- Looking to engage in the curriculum refresh for Mathematics.
- Purchasing Numeracy equipment as necessary and N.C.M. text books to build resources available to teachers and students.
- Timetabling a Maths Club using Comet Maths to target underachieving students at Numeracy Stages 3 – 5 if needed.
- Interviewing and regularly report to parents with target students.
- Developing Maths games to be used with families for homework to lift engagement and success in Maths
- Promoting the Numeracy brochures we have developed for parents to use with their children to assist home learning.
- Developing student rubrics at all levels to help students understand their learning pathways and set goals to help self-manage and drive their achievement.
- Continuing to develop an understanding of the Mathematics rubrics and features of the exemplars in staff meetings.
- Exploring the employment of an extra teacher at Years 1 – 2 to help accelerate the learning and growth of every student in this class as numbers increase.