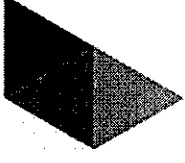


Analysis of Variance Reporting



School Name:	St Columbas Catholic School	School Number:	1944										
Strategic Aim:	<p>FOCUS AREA: WRITING</p> <p>For all students to be achieving their personal best in numeracy and literacy:</p> <ul style="list-style-type: none"> Teacher inquiry is based on accelerating students who are achieving below expected curriculum expectations in numeracy and literacy, especially priority and target students. English and Mathematics are priority areas, which are authentically integrated across the curriculum in well-planned programmes of learning. <p><i>(St Columba's School Graduate Profile)</i></p>												
Annual Aim:	By the end of 2018: To increase the number of students writing at and above expected curriculum levels to 80%												
Target:	<p>Through analysing the National Standards Writing data (end 2017), priority Māori and Pasifika students who were below expectations were identified with all team leaders and classroom teachers. Within the whole school data specific areas of concern were also identified and shared. These two groups were as follows:</p> <ul style="list-style-type: none"> <u>Target group 3</u>: 14 students, who after 3 years at school were below expectation. These students have been identified within Team 1. Assessments and plans of action are being formulated to accelerate progress. <u>Target group 4</u>: 20 students who, at the end of Year 4 were below expectation. These students are now in Year 5 and have been identified. Assessments and plans of action are being formulated to accelerate progress. 												
Baseline Data:	<p>Main cohorts achieving at or above National Standards in Writing as at the end of 2017:</p> <table border="0"> <tr> <td>• 66.5% of All students 2016</td> <td>74.3% of All students 2017</td> </tr> <tr> <td>• 68.9% of Māori students 2016</td> <td>75.3% of Māori students 2017</td> </tr> <tr> <td>• 60% of Pasifika students 2016</td> <td>81.1% of Pasifika students 2017</td> </tr> <tr> <td>• 58% of Boys 2016</td> <td>66.4% of Boys 2017</td> </tr> <tr> <td>• 73.8% of Girls 2016</td> <td>81.4% of Girls 2017</td> </tr> </table>			• 66.5% of All students 2016	74.3% of All students 2017	• 68.9% of Māori students 2016	75.3% of Māori students 2017	• 60% of Pasifika students 2016	81.1% of Pasifika students 2017	• 58% of Boys 2016	66.4% of Boys 2017	• 73.8% of Girls 2016	81.4% of Girls 2017
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• 60% of Pasifika students 2016	81.1% of Pasifika students 2017												
• 58% of Boys 2016	66.4% of Boys 2017												
• 73.8% of Girls 2016	81.4% of Girls 2017												

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>Students at-risk were identified early in term 1. Groups were discussed within the Leadership team, where the differentiation of programmes and the monitoring of student progress was explored.</p> <p>Team leaders regularly discussed priority and at-risk writers within their teams. This was documented through individual inquiry sheets which was accessed by the Literacy leaders.</p> <p>Literacy PLD was secured (Vision Education) to build teacher capability. 1-1 coaching of teachers to inquire in to class data, identify focus for teaching inquiry and set action plans to meet student learning needs. Finalising teacher PLD goals. Coaching of lead teachers and principal to support inquiry across the school</p> <p>Sharing practice was explored through a number of models with a focus on sharing practice</p> <p>During 2018, we will be focussing on teacher capacity to understand the writing learning progressions and within that, the specifics of what will engage and</p>	<p><u>General School Data – End 2018</u></p> <p><u>All Students:</u> 74.3% end 2017 69% end 2018.</p> <p>Variance to target: -11%</p> <p><u>Māori students:</u> 75.3% end 2017 73% end 2018.</p> <p><u>Pasifika students:</u> 81.1% end 2017 67% end 2018.</p> <p><u>Boys:</u> 66.4% end 2017 62% end 2018.</p> <p><u>Girls:</u> 81.4% end 2017 76% end of 2018.</p> <p><u>2018 Target Group 3</u></p> <p>9 of the 14 students made accelerated progress. 4 students made chronological progress. 1 student has fallen further behind.</p>	<p>A drop in overall achievement for Māori and Pasifika students at the end of 2018 has raised serious concerns for us. This is the only core curriculum area that these priority groups have not made gains. At this stage we do not know why this has happened. As we head into 2019, The question "Why?" will be one of the main drivers for us.</p> <p>Through the process of working with our Literacy PLD provider, we have found that there remains variance in classroom teaching practices (and subsequently learning experiences) students have within our school.</p> <p>Different tools and resources being used within teams and across the school also vary, which leads to interest in focusing on transition for students and consistency school-wide.</p> <p>Reflection on how effectively we are using assessment, how that looks as students transition and how skilled we are to administer and analyse assessments have lead to this being a major driver in all core curriculum areas.</p>	<p>Students who are achieving well below expected curriculum levels have been identified as requiring intervention via the SENCO team. SENCO Writing: 23 students including 8 Māori students and 1 Pasifika Student</p> <p>These students have been individually identified. SENCO team will work alongside the classroom teacher to develop appropriate interventions. Referrals will be made to agencies when/where appropriate. Individual learning plans will be formulated when and where appropriate.</p> <p><u>At Risk Writers:</u> 114 students (Years 1-7) who are below expected curriculum levels have been identified as requiring a differentiated learning programme within the classroom in 2019. Of these 114 students that are below curriculum level expectation, priority learners have been identified.</p> <p>Priority Writers: 27 students including 13 Māori students and 14 Pasifika Student</p>

accelerate those not achieving or at risk of not achieving.

2018 Target Group 4

8 of the 20 students made accelerated progress.
8 students made chronological progress.
4 students have fallen further behind.

Target Group 3 for 2019:

To move the 13 Māori students, who at the end of 2018 were below curriculum expectations in Writing to at or above curriculum expectations in Writing

Target Group 4 for 2019:

To move the 14 Pasifika students, who at the end of 2018 were below curriculum expectations in Writing to at or above curriculum expectations in Writing

Planning for next year:

All at risk Māori and Pasifika writers need to become target groups and be part of our school-wide inquiry into student achievement in writing.

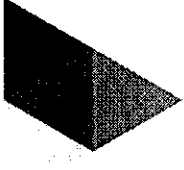
To build on effective writing inquiries to grow teacher understanding of effective practices

Moderation and consistency of classroom teaching practices including:

- Development and use of a schoolwide Literacy Implementation Plan
- Moderation of classroom practices (e.g. teacher planning process)
- Effective use and analysis of assessments and writing samples
- Exploration of the various elements of writing practices as students transition through the school Strengthening links between Reading and Writing
- Embedding the use of key documents; NZC, LLP, school effective practice matrix and current research

Links with schoolwide appraisal system for effective reflection of teacher practice to be utilised.

Analysis of Variance Reporting



School Name:	St Columbas Catholic School	School Number:	1944										
Strategic Aim:	<p>FOCUS AREA: READING</p> <p>For all students to be achieving their personal best in numeracy and literacy:</p> <ul style="list-style-type: none"> Teacher inquiry is based on accelerating students who are achieving below expected curriculum expectations in numeracy and literacy, especially priority and target students. English and Mathematics are priority areas, which are authentically integrated across the curriculum in well-planned programmes of learning. <p><i>(St Columba's School Graduate Profile)</i></p>												
Annual Aim:	By the end of 2018: To increase the number of students reading at and above expected curriculum levels to 80%												
Target:	<p>Through analysing the National Standards Reading data (end 2017), priority Māori and Pasifika students who were below expectations were identified with all team leaders and classroom teachers. Within the whole school data specific areas of concern were also identified and shared. These two groups were as follows:</p> <ul style="list-style-type: none"> <u>Target Group 1</u>: 21 students, who after 1 year at school were below expectation. <u>Target Group 2</u>: 12 students who, at the end of Year 5 below expectation. 												
Baseline Data:	<p>Main cohorts achieving at or above National Standards in Reading as at the end of 2017:</p> <table border="0"> <tr> <td>74.4% of All students 2016</td> <td>75.6% of All students 2017</td> </tr> <tr> <td>77% of Māori students 2016</td> <td>75.4% of Māori students 2017</td> </tr> <tr> <td>62.5% of Pasifika students 2016</td> <td>72.9% of Pasifika students 2017</td> </tr> <tr> <td>72% of Boys 2016</td> <td>72.5% of Boys 2017</td> </tr> <tr> <td>76.5% of Girls 2016</td> <td>78.5% of Girls 2017</td> </tr> </table>			74.4% of All students 2016	75.6% of All students 2017	77% of Māori students 2016	75.4% of Māori students 2017	62.5% of Pasifika students 2016	72.9% of Pasifika students 2017	72% of Boys 2016	72.5% of Boys 2017	76.5% of Girls 2016	78.5% of Girls 2017
74.4% of All students 2016	75.6% of All students 2017												
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62.5% of Pasifika students 2016	72.9% of Pasifika students 2017												
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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>
<p>Explored Reading and its purposeful place within our Graduate Profile.</p> <p>Reviewed Reading assessments and found some gaps regarding professional knowledge and practice. Some areas of improvement in practice was evident as were work-ons for 2019. These included analysing running records and tracking progress in conjunction with the Literacy Learning progressions.</p> <p>On-line reading resources were explored with an acknowledgement that while a number of staff were able to use these in an integrated approach, there was a need to provide greater supports for this to happen.</p> <p>For teams to strategically plan Reading to support our Graduate profile implementation. The next step is to use the Literacy Learning Progressions to develop a matrix of skills to directly support our Graduate Profile.</p>	<p>General School Data – End 2018</p> <p>All Students: 75.6% end 2017 79% end of 2018.</p> <p>Variance to target: -1%</p> <p>Māori students: 75.4% end 2017 78% end of 2018.</p> <p>Pasifika students: 72.9% end 2017 78% end 2018.</p> <p>Boys: 72.5% end 2017 79% end of 2018.</p> <p>Girls: 78.5% end 2017 78% end of 2018.</p> <p>2018 Target Group 1</p> <p>13 of the 21 students made accelerated progress. 7 students made chronological progress. 1 student has fallen further behind.</p>	<p>Overall, we were very close to target.</p> <p>Teams worked hard to engage learners with an integrated approach school-wide.</p> <p>Our 5.5 and 6 year data suggests that students coming in to the school bring many and varied gifts and talents along with challenges in literacy. This is planned for carefully and monitored. At the end of Year 1 in 2018 22% of students have not achieved expected levels.</p> <p>With a future focus on ILE's teachers increasingly focussed on collaborative practice. Teams of teachers work collaboratively and communicate trends, patterns, successes and challenges on a regular basis.</p>	<p>Students who are achieving well below expected curriculum levels have been identified as requiring intervention via the SENCO team. SENCO Reading: 14 students; Including 4 priority students (3 Māori students and 1 Pasifika Student). These students have been individually identified. SENCO team will work alongside the classroom teacher to develop appropriate interventions and differentiate programmes. Referrals will be made to agencies when/where appropriate. Individual learning plans will be formulated when and where appropriate.</p> <p>79 students (Years 1-7) who are below expected curriculum levels have been identified as requiring a differentiated learning programme within the classroom in 2019. Of these 79 students that are below curriculum level expectation, priority learners have been identified.</p> <p>Priority Reading: 24 students: Including 15 Māori students and 9 Pasifika Students</p>

2018 Target Group 2

1 student left
9 of the 11 students made accelerated progress.
2 students made chronological progress.

Target group 1 for 2019:

To move the 15 Māori students, who at the end of 2018 were below curriculum expectations in Reading to at or above curriculum expectations in Reading

Target group 2 for 2019:

To move the 9 Pasifika student, who at the end of 2018 were below curriculum expectations in Reading to at or above curriculum expectations in Reading

During 2019 teachers will be supported to grow their capabilities through professional development opportunities to

1. Effectively take and analyse running records
2. Develop understanding of revised key programme elements that have now been included in our Reading Implementation plan.
3. Utilise e-learning opportunities that will engage and upskill learners.

At SENCO level, we will be evaluating our current interventions and exploring the use of individualised online resources,

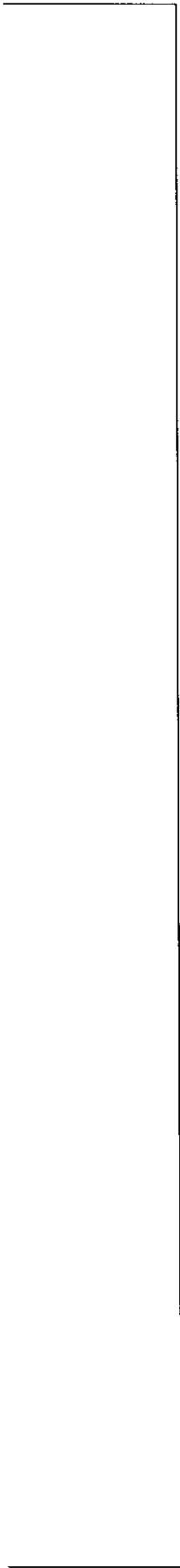
backed up by individual support by specialist Learning Assistants.

Teachers will have the support of the SENCO team to identify and work through inclusiveness for students identified with, or common traits of Dyslexia.

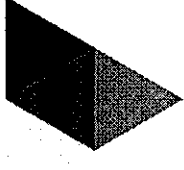
Planning for next year:

To support school-wide Reading Programme elements that will improve learning outcomes through improving teacher capability. These include building skills and knowledge in the following areas:

1. Understanding reading purpose – Why re we reading this?
2. Literacy learning focus - What is the literacy learning focus for this reading purpose?
3. Challenges in text - What are the challenges in the chosen text for my learners?
4. Pre-reading activities - What will support my learners before they read?
5. Teacher reading approach - Which reading approach will support my learners achieve their learning goal?
6. Follow up activities - What activities will consolidate learning and provide practise for my learners after the teacher reading approach?
7. Feedback - What feedback will the learners receive during this reading learning?
8. Strengthening links between Reading and Writing
9. Embedding the use of key documents: NZC, LLP, school effective practice matrix and current research



Analysis of Variance Reporting



School Name:	St Columba's Catholic School	School Number:	1944										
Strategic Aim:	<p>For all students to be achieving their personal best in numeracy and literacy:</p> <ul style="list-style-type: none"> Teacher inquiry is based on accelerating students who are achieving below expected curriculum expectations in numeracy and literacy, especially priority and target students. English and Mathematics are priority areas, which are authentically integrated across the curriculum in well-planned programmes of learning. <p><i>(St Columba's School Graduate Profile)</i></p>												
Annual Aim:	To increase the number of students achieving at and above expected curriculum levels in Mathematics to 80%												
Target:	<p>Through analysing the National Standards Reading data (end 2017), priority Māori and Pasifika students who were below expectations were identified with all team leaders and classroom teachers. Within the whole school data specific areas of concern were also identified and shared. These two groups were as follows:</p> <ul style="list-style-type: none"> <u>Target group 5:</u> 14 Pasifika students who were below expectation at the end of 2017. <u>Target Group 6:</u> 22 year 5 students, at the end of 2017, who were below expectation. 												
Baseline Data:	<p>Main cohorts achieving at or above National Standards in Mathematics as at the end of 2017:</p> <table border="0"> <tr> <td>69.2% of All students 2016</td> <td>73.4% of All students 2017</td> </tr> <tr> <td>70.1% of Māori students 2016</td> <td>74.1% of Māori students 2017</td> </tr> <tr> <td>47.5% of Pasifika students 2016</td> <td>59.5% of Pasifika students 2017</td> </tr> <tr> <td>70.6% of Boys 2016</td> <td>74.5% of Boys 2017</td> </tr> <tr> <td>68.2% of Girls 2016</td> <td>72.5% of Girls 2017</td> </tr> </table>			69.2% of All students 2016	73.4% of All students 2017	70.1% of Māori students 2016	74.1% of Māori students 2017	47.5% of Pasifika students 2016	59.5% of Pasifika students 2017	70.6% of Boys 2016	74.5% of Boys 2017	68.2% of Girls 2016	72.5% of Girls 2017
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70.1% of Māori students 2016	74.1% of Māori students 2017												
47.5% of Pasifika students 2016	59.5% of Pasifika students 2017												
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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>
<p>All teams will have identified at-risk learners that may require interventions (Well-below or below curriculum level expectations at the end of 2017. Teams will have a clear mandate around discussing and understanding the best way ahead for at-risk learners in 2018.</p> <p>Team leaders will have a hard-copy and online connection to at risk learners in their team. These learners will be at the forefront of conversations learning and teaching to ensure that engagement with mathematical thinking in authentic and engaging taking into consideration their specific learning needs.</p>	<p>General School Data – End 2018</p> <p>All Students: 73.4% end 2017 77% end 2018. Variance to target: -3%</p> <p><u>Māori students:</u> 74.1% end 2017 77% end 2018.</p> <p><u>Pasifika students:</u> 59.5% end 2017 78% end 2018</p> <p><u>Boys:</u> 74.5% end 2017 77% end 2018.</p> <p><u>Girls:</u> 72.5% end 2017 78% end 2018.</p> <p><u>Target group 5:</u> 8 of the 11 students made accelerated progress. 2 students made chronological progress. 1 student has fallen further behind.</p>	<p>For some cohorts there has been a marked improvement in achievement levels. In particular Target group 5, (14 Pasifika students who were below curriculum expectation at the end of 2017). One of our students in Target group 5 has not been able to keep up with his chronological achievement expectations and was well-below curriculum level expectation at the end of 2018. This is of concern and this student is now identified on the SENCO roll for further support.</p> <p>As we reflected on the gains made by Pasifika at-risk students, we drew connections to our Graduate profile which drove our local curriculum. This is a far more integrated contextual approach to learning, where hands-on engaging learning experiences are beginning to be explored. We believe that this engaged mathematical thinking that went beyond instructional math time and worked for this cohort of students.</p> <p>In 2018, we did not mandate school-wide (Years 3-6) PAT math and instead allowed teams, class teachers to test groups or</p>	<p>At Risk Students Well Below</p> <p>Students who are achieving well below expected curriculum levels in Mathematics have been identified as requiring intervention via the SENCO team.</p> <p>SENCO Maths: 11 students including 3 Māori students and 2 Pasifika Student</p> <p>These students have been individually identified. SENCO team will work alongside the classroom teacher to develop appropriate interventions. Referrals will be made to agencies when/where appropriate. Individual learning plans will be formulated when and where appropriate.</p> <p>Below</p> <p>88 students (Years 1-7) who are below expected curriculum levels have been identified as requiring a differentiated learning programme within the classroom in 2019. Of these 88 students that are below curriculum level expectation, priority learners have been identified.</p> <p>Priority Mathematics: 24 students including 17 Māori students and 7 Pasifika Students.</p>

Target group 6:
 12 of the 21 students made accelerated progress.
 9 students made chronological progress.

individuals to get a closer formative lens of students who were at-risk or who the teacher needed further information about. Although this had its benefits it also did not provide at year level and school wide level, an accurate picture of concepts trends and patterns across every strand. In 2019, we go back to a Year 3-8 standardised assessment approach with PAT math.

As a result of a review of our assessment processes, meetings have been held with each team leader and an updated assessment schedule has been developed with the purpose of providing a more aligned overview, especially during key transition points.

Targets:

1. To move the 17 Māori students, who at the end of 2018 were below curriculum expectations in Mathematics to at or above curriculum expectations in Mathematics
2. To move the 7 Pasifika students, who at the end of 2018 were below curriculum expectations in Mathematics to at or above curriculum expectations in Mathematics

Planning for next year:

1. Ensure that target groups include priority at-risk students across the school and that learning conversations about these students are held regularly at team levels, and across the school.
2. Implement the revised assessment schedule, scaffolding accurate administration and understanding of all assessments and their potential.
3. Plan for regular cross-team meetings to help develop a smoother transition for students moving between teams at the beginning of 2020.
4. Through PD, support staff to be able to effectively analyse standardised tests and plan successfully to use this information to address skills gaps within the context of new learning.
5. Build teacher capability in mathematics teaching with a focus on providing hands on, rich learning tasks that engage our learners that are linked explicitly to our SCCS Graduate Profile.
6. Explore the use of the PACT tool as a more effective way to measure student progress and achievement levels.
7. Teams will continue to explore connecting rich mathematical thinking opportunities as the St Columba's Catholic School Graduate Profile continues to be explored.

