

Analysis of Variance Reporting



School Name:	Darfield Primary School	School Number:	3326
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Strategic Aim:	<p>Strive for higher standards of learning through a cohesive curriculum that promotes responsive and innovative teaching practice.</p> <p>85% of students to achieve At or Above the National Standard in Writing.</p>					
Annual Aim:	To increase the number of students achieving At or Above the National Standard for Writing .					
Target:	Our Writing Target is to increase the percentage of learners At and Above National Standard from 75% to 80%, with particular emphasis on Year 5 and Year 6 learners.					
Baseline Data:	National Standards Writing Achievement in 2016 identified the following targeted areas for improvement					
	OTJS against NS	Well Below	Below	At	Above	Total
	Whole School	4 (2.0%)	46 (23.0%)	141 (70.5%)	9 (4.5%)	200
	End of Yr. 6	1 (3.1%)	9 (28.1%)	16 (50.0%)	6 (18.8%)	32
	End of Yr. 5		10 (27.8%)	25 (69.4%)	1 (2.8%)	36

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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>																																				
<ul style="list-style-type: none"> Analyse 2016 student achievement information <i>Collaboratively analyse 2016 student achievement information and assessment. Use eAsTTle information from 2016 to plan for 2017</i> All staff to register on the Virtual Learning Network (VLN) <i>Check with staff and support them to join a group relevant to writing at their level</i> Share research / readings / learning's relevant to writing <i>Plan for time at team and staff meetings to share. Give staff "homework" to do</i> Staff meeting – time to share readings and information Participate in ALL <i>Follow ALL guidelines as to best practice to support priority learners</i> Encourage learners to write collaboratively 	<p>Writing Whole School</p> <table border="1" data-bbox="633 472 1088 647"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Wb</td> <td>4(2.0%)</td> <td>5 (2.3%)</td> </tr> <tr> <td>B</td> <td>46(23.0%)</td> <td>56 (25.8%)</td> </tr> <tr> <td>At</td> <td>141(70.5%)</td> <td>149 (68.7%)</td> </tr> <tr> <td>Ab</td> <td>9(4.5%)</td> <td>7(3.2%)</td> </tr> </tbody> </table> <p>The numbers of students achieving at and above National Standards has dropped slightly between 2016 (75%) and 2017 (71.9%)</p> <p>End of Year 6</p> <table border="1" data-bbox="633 919 1088 1094"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Wb</td> <td>1(3.1%)</td> <td>1(2.6%)</td> </tr> <tr> <td>B</td> <td>9(28.1%)</td> <td>11(28.9%)</td> </tr> <tr> <td>At</td> <td>16(50%)</td> <td>23(60.5%)</td> </tr> <tr> <td>Ab</td> <td>6(18%)</td> <td>3(7.9%)</td> </tr> </tbody> </table> <p>The numbers of Yr. 6 students achieving at and above National Standards has improved slightly between 2016 (68%) and 2017 (68.4%)</p> <p>End of Year 5</p> <table border="1" data-bbox="633 1366 1088 1437"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Wb</td> <td></td> <td></td> </tr> </tbody> </table>		2016	2017	Wb	4(2.0%)	5 (2.3%)	B	46(23.0%)	56 (25.8%)	At	141(70.5%)	149 (68.7%)	Ab	9(4.5%)	7(3.2%)		2016	2017	Wb	1(3.1%)	1(2.6%)	B	9(28.1%)	11(28.9%)	At	16(50%)	23(60.5%)	Ab	6(18%)	3(7.9%)		2016	2017	Wb			<p>Strategies that worked well: Analysing student data and identifying target students</p> <p>Following Accelerated Literacy Learning Guidelines to develop programmes of work to support priority learners</p> <p>Grouping of students to provide targeted programmes of work</p> <p>Strategies which had little impact: It is unclear whether the other 2017 actions had little to no impact as these were not monitored, through the use of assessment data and teacher observation, throughout the year. A implementation plan was not developed to ensure that the proposed actions were implemented and or maintained</p> <p>The older students need more opportunities to write using authentic and purposeful contexts</p> <p>When looking at achievement</p>	<p>Monitoring of Student Achievement Data – specific students/groups will be selected from the 2017 Student Achievement Data. These students will be monitored and reported upon throughout the year – to teachers, the Leadership Team and the Darfield Primary School Board of Trustees</p> <p>Investigate the Junior Settling Into School Study by Kathleen Liberty. The study proposed solutions to reduce the arousal levels of students so that they can access their education. Some suggested strategies to reduce the arousal levels of students are as follows:</p> <ul style="list-style-type: none"> Ensure there is sufficient light in classrooms Reduce the level of noise No learning material to be hung over eye level Drink to think / Think to drink – water hydration Change the ways breaks are implemented – reduce the length of lunch time to
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Use Google Docs and the tools

-within teams

-within cluster

Tools can include dictation and spelling extensions and other assistive technologies to help learners with their writing. Try alternative groupings:

-boys only / girls only groups

-mix of teams

-older learner / younger learner buddies

- Improve Oral Language skills

Focus on oral language, encouraging learners to elaborate on simple answers or ideas. Actively involve them in conversation. Ensure learners are using correct forms of grammar when speaking.

- Provide opportunities for learners to write outside of school

Encourage use of Google Apps so that writing projects can be worked on at home

- Learners know the purpose why they are writing

Teachers will discuss learner's goals with them and/or their writing groups, regularly reiterating why

B	10(27.8%)	16(38.1%)
At	25(69.4%)	24(57.1%)
Ab	1(2.8%)	2(4.8%)

The numbers of Yr. 5 students achieving at or above National Standards has dropped between 2016 (72.4%) and 2017 (61.9%). This cohort has dropped for the last three years from 72.8% in 2015 to 63.4% in 2016 to 61.9% in 2017. Between the years 2016 and 2017 the drop is not as significant as between 2015 and 2016. The males in this cohort have experienced the most significant drops in achievement, 71.4% (2015), 42.1% (2016) and 36.8% (2017).

across the school there is a drop (or minimal gain) in achievement in the Yr 4-5 area of the school. A hunch has been proposed that it is the numbers and environment in which the students are learning. Strategies have been put in place for 2018 to explore this hunch further, such as reducing the arousal levels by reducing numbers and collaborating with similar age groups

reduce arousal

Wellbeing / Engagement – investigate appropriate strategies/programmes will be implemented to ensure a calmer, resilient and self-regulated school.

- Me and My School Survey
- Well Being at School
- Mindfulness Education – Pause Breathe Smile
- Understanding behaviour and responding safely

Teaching staff are to implement practices from the Accelerated Literacy Programme to accelerate academic achievement for students identified as achieving below or well below National Standards in Writing

Appoint a Lead Teacher of Literacy to monitor assessment data and provide feedback and feed forward to teaching staff

Strategically place Teacher Aides in classrooms to support the classroom teacher with organisational tasks, small group reinforcement of classroom programmes, support the teacher to effectively monitor and manage behaviour

we write and giving the learners the chance to regularly share their writing with others

- Provide authentic and purposeful contexts that the learners can relate to

Making it relevant to the learners. Talk with and survey learners to find out about their interests and what they enjoy writing about. Use school trips and events as opportunities for writing

- Support staff with writing
Utilise RTLit for teacher support and guidance with writing

- Provide staff with Writing Progressions
Regularly discuss at Team level the progressions. Are we using these effectively?

Additional Programmes that may be implemented depending upon the identification of student need:

- Perceptual Motor Programme (PMP)
- Visual and Auditory Memory Processing (VAMP)
- Colourful Semantics
- Early Words
- Accelerated Literacy for pre-Reading Recovery students

E Learning – Teachers will receive training in the use of devices in the classroom as part of regular Techie Brekkies

Collaborative Teaching – teachers will work collaboratively to meet the needs of their students. They will have more flexibility of grouping and building of relationships with the students. Each teaching group will work collaboratively to improve student achievement through tracking of assessment data and implementing quality teaching and learning programmes which meet the needs of the learners

Moderation – The use of the PACT tool will be investigated to see whether it can enhance our moderation practices. This will be completed as part of the schools

			<p>work with the COL</p> <p>The school will also work with the COL Lead Teachers to investigate and implement quality literacy practices</p> <p>Storytelling – the COL Within School Teacher will work collaboratively with the staff to implement Storytelling practices throughout the school</p> <p>Implement the Strategic Priorities outlined in the Darfield Primary School Charter. Staff will implement the 2018 Annual Plan for the Strategic Goals</p>
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Planning for next year:

Planning for Writing 2018:
 In 2018 we aim to have 75% of our Maori students working consistently within the 'At' band.
 In 2018 we aim to have 60% of our Year 5 Boys working consistently within the 'At' band.

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Strategic Aim:	<p>Strive for higher standards of learning through a cohesive curriculum that promotes responsive and innovative teaching practice.</p> <p>85% of students to achieve At or Above the National Standard in Mathematics.</p>					
Annual Aim:	To increase the number of students achieving At or Above the National Standard for Mathematics.					
Target:	Our Maths Target is to increase the percentage of learners At and Above National Standard from 78% to 82%, with particular emphasis on Year 4 and Year 5 learners.					
Baseline Data:	National Standards Maths Achievement in 2016 identified the following targeted areas for improvement					
	OTJS against NS	Well Below	Below	At	Above	Total
	Whole School	4 (2%)	41 (20.5%)	131 (65.5%)	24 (12%)	217
	End of Yr. 5		7 (19.4%)	20 (55.6%)	9 (25%)	42
	End of Yr. 4	3 (7.0%)	10 (23.3%)	27 (64.3%)	5 (11.9%)	43

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<ul style="list-style-type: none"> Analyse 2016 student achievement information <i>Collaboratively analyse 2016 student achievement information and assessment. Use eAsTTle information from 2016 to plan for 2017</i> Identify priority learners <i>Follow ALIM guidelines as to best practice to support priority learners in Mathematics</i> Use teachers' strengths to teach specific strands <i>Engage learners in problems and investigations, and teach them processes for solving them</i> Make use of Studyladder and other suitable online resources for engaging students, and giving them practise at mathematical concepts and skills <i>Give Studyladder access for students so that they can complete activities appropriate to their level</i> Identify groups of learners within team programmes <i>Provide differentiated learning opportunities so all students are given work that is appropriate to</i> 	<p>Mathematics Whole School</p> <table border="1" data-bbox="633 355 1088 531"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Wb</td> <td>4 (2%)</td> <td>3 (1.4%)</td> </tr> <tr> <td>B</td> <td>41 (20.5%)</td> <td>34 (15.7%)</td> </tr> <tr> <td>At</td> <td>131 (65.5%)</td> <td>153 (70.5%)</td> </tr> <tr> <td>Ab</td> <td>24 (12%)</td> <td>27 (12.4%)</td> </tr> </tbody> </table> <p>The numbers of students achieving at and above National Standards has improved between 2016 (77.5%) and 2017 (82.9%)</p> <p>End of Year 5</p> <table border="1" data-bbox="633 770 1088 946"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Wb</td> <td></td> <td></td> </tr> <tr> <td>B</td> <td>7 (19.4%)</td> <td>10 (23.8%)</td> </tr> <tr> <td>At</td> <td>20 (55.6%)</td> <td>27 (64.3%)</td> </tr> <tr> <td>Ab</td> <td>9 (25%)</td> <td>5 (11.9%)</td> </tr> </tbody> </table> <p>The numbers of Yr 5 students achieving at or above National Standards has decreased between 2016 (80.6%) and 2017 (76.2%). This Yr 5 group is the same cohort who achievement in National Standards declined in Writing over the last three years.</p> <p>End of Year 4</p> <table border="1" data-bbox="633 1321 1088 1423"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Wb</td> <td>2 (4.9%)</td> <td>3 (7.0%)</td> </tr> <tr> <td>B</td> <td>13 (31.7%)</td> <td>10 (23.3%)</td> </tr> </tbody> </table>		2016	2017	Wb	4 (2%)	3 (1.4%)	B	41 (20.5%)	34 (15.7%)	At	131 (65.5%)	153 (70.5%)	Ab	24 (12%)	27 (12.4%)		2016	2017	Wb			B	7 (19.4%)	10 (23.8%)	At	20 (55.6%)	27 (64.3%)	Ab	9 (25%)	5 (11.9%)		2016	2017	Wb	2 (4.9%)	3 (7.0%)	B	13 (31.7%)	10 (23.3%)	<p>Two of the target groups show improvement between 2016 and 2017.</p> <p>The whole school achieved the 2017 target. 82.9% of the school achieved at or above National Standards in Mathematics.</p> <p>Strategies that worked well: Analysing student data and identifying target students</p> <p>Grouping of students to provide targeted programmes of work</p> <p>Strategies which had little impact: It is unclear whether the other 2017 actions had little to no impact as these were not monitored, through the use of assessment data and teacher observation, throughout the year. A implementation plan was not developed to ensure that the proposed actions were implemented and or maintained</p>	<p>Monitoring of Student Achievement Data – specific students/groups will be selected from the 2017 Student Achievement Data. These students will be monitored and reported upon throughout the year – to teachers, the Leadership Team and the Darfield Primary School Board of Trustees</p> <p>Investigate the Junior Settling Into School Study by Kathleen Liberty. The study proposed solutions to reduce the arousal levels of students so that they can access their education. Some suggested strategies to reduce the arousal levels of students are as follows:</p> <ul style="list-style-type: none"> Ensure there is sufficient light in classrooms Reduce the level of noise No learning material to be hung over eye level Drink to think / Think to drink – water hydration Change the ways breaks are implemented – reduce the length of lunch time to reduce arousal
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their level of learning

At	20 (48.8%)	21 (48.8%)
Ab	6 (14.6%)	9 (20.9%)

The numbers of students achieving at or above National Standards has improved between 2016 (63.4%) and 2017 (69.7%)

Wellbeing / Engagement – investigate appropriate strategies/programmes will be implemented to ensure a calmer, resilient and self-regulated school.

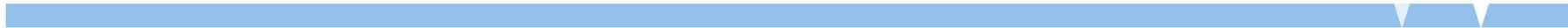
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Teaching staff are to implement practices from the Accelerated Mathematics Programme to accelerate academic achievement for students identified as achieving below or well below National Standards in Writing

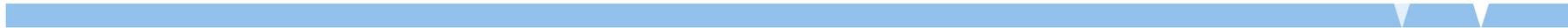
Appoint a Lead Teacher of Numeracy to monitor assessment data and provide feedback and feed forward to teaching staff

Strategically place Teacher Aides in classrooms to support the classroom teacher with organisational tasks, small group reinforcement of classroom programmes, support the teacher to effectively monitor and manage behaviour

Additional Programmes that may



		<p>be implemented depending upon the identification of student need:</p> <ul style="list-style-type: none">• Perceptual Motor Programme (PMP)• Visual and Auditory Memory Processing (VAMP) <p>E Learning – Teachers will receive training in the use of devices in the classroom as part of regular Techie Brekkies</p> <p>Collaborative Teaching – teachers will work collaboratively to meet the needs of their students. They will have more flexibility of grouping and building of relationships with the students. Each teaching group will work collaboratively to improve student achievement through tracking of assessment data and implementing quality teaching and learning programmes which meet the needs of the learners</p> <p>Moderation – The use of the PACT tool will be investigated to see whether it can enhance our moderation practices. This will be completed as part of the schools work with the COL</p> <p>Implement the Strategic Priorities outlined in the Darfield Primary</p>
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			School Charter. Staff will implement the 2018 Annual Plan for the Strategic Goals
Planning for next year:			
We are setting a target in Reading as this topic area is of greater need than Mathematics currently.			