



Analysis of Variance Reporting 2017

School Name:

Mokoia Intermediate

School Number:

1832

Strategic Aim:

- To continuously improve student achievement through continuous professional learning of teachers and the establishment of a portfolio of foundation skills for life-long learning.

Annual Aim:

- Pedagogical expectations of Mokoia teachers better understood as teaching leaders support pedagogical improvement.
- Identify and plan to meet the needs of all target and special needs students
- Mixed ability work in Mathematics continues and in reading is trialled.
- Each classroom teacher engages in inquiry into their practice in teaching reading, as part of PLD to develop pedagogical practice.
- Some teachers embed practice through further inquiry into Mathematics practice

Target:

- Students arriving below and well below the expected standard in Mathematics, Reading and Writing will make more than one year's progress in a year.
- Rumaki students who arrive with no or little prior experience in immersion in Te Reo will make accelerated progress in Panui, as a fundamental tool for learning.

Baseline Data:

Year 7	Mathematics	Reading	Writing
	Standard Start 2017	Standard Start 2017	Standard Start 2017
Maori Boys	12 B	14 B	11 B
	9 WB	12 WB	13 WB
Non Maori boys	11B	8 B	12 B
	3 WB	7 WB	6 WB
Maori girls	12 B	7 B	3 B
	4 WB	3 WB	2 WB
Non Maori girls	7 B	5 B	8 B
	3 WB	3 WB	1 WB
Total	61	59	56

Year 7	Panui
	Standard Start 2017
Māori Boys	4 WB
Māori Girls	1 B
Total	5



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>New Zealand Curriculum</p> <p>The intention was to use expand on the new teacher learning about accelerating achievement, from the Accelerated Learning in Literacy in 2016.</p> <p>A Raising Achievement Plan in each of Mathematics, Reading and Writing was developed, based on ideas from Accelerated Learning in Literacy facilitation and meetings.</p> <p>This involved techniques such as:</p> <ul style="list-style-type: none"> - Identifying a target group of learners through careful analysis of relevant assessment tasks - Identifying these students by name rather than looking at blanket percentages of how many students are achieving - Dividing target students into three tiers: <p>Tier 1 - children who need teacher inquiry to identify their individual needs and solutions</p> <p>Tier 2 - students who need to have more intense small group work with the teacher</p> <p>Tier 3 - students who need IEPs and intervention from outside agencies</p> <ul style="list-style-type: none"> - Teaching to needs - Relevant and interesting contexts - Student voice about what their learning needs are and how they 	<table border="1"> <thead> <tr> <th rowspan="2">Year 7</th> <th colspan="2">Mathematics</th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> </tr> <tr> <th>Standard Start 2017</th> <th>Progress End 2017</th> <th>Standard Start 2017</th> <th>Progress End 2017</th> <th>Standard Start 2017</th> <th>Progress End 2017</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Maori Boys</td> <td>12 B</td> <td>3 >1 year 9 =1 year</td> <td>14 B</td> <td>4 >1 year 10 =1 year</td> <td>11 B</td> <td>3 >1 year 7 =1 year 1 <1 year</td> </tr> <tr> <td>9 WB</td> <td>7 >1 year 2 =1 year</td> <td>12 WB</td> <td>8 >1 year 4 =1 year</td> <td>13 WB</td> <td>9 >1 year 4 =1 year</td> </tr> <tr> <td rowspan="2">Non Maori boys</td> <td>11B</td> <td>1 >1 year 9 = 1 year 1 <1 year</td> <td>8 B</td> <td>4 >1 year 4 =1 year</td> <td>12 B</td> <td>2 >1 year 8 =1 year 2 <1 year</td> </tr> <tr> <td>3 WB</td> <td>1 >1 year 2 = 1 year</td> <td>7 WB</td> <td>3 >1 year 4 =1 year</td> <td>6 WB</td> <td>4 >1 year 2 =1 year</td> </tr> <tr> <td rowspan="2">Maori girls</td> <td>12 B</td> <td>4 >1 year 7 =1 year 1 <1 year</td> <td>7 B</td> <td>5 >1 year 2 =1 year</td> <td>3 B</td> <td>1 >1 year 1 =1 year 1 <1 year</td> </tr> <tr> <td>4 WB</td> <td>4 >1 year</td> <td>3 WB</td> <td>2 >1 year 1 =1 year</td> <td>2 WB</td> <td>2 >1 year</td> </tr> <tr> <td rowspan="2">Non Maori girls</td> <td>7 B</td> <td>1 >1 year 6 =1 year</td> <td>5 B</td> <td>3 >1 year 2 =1 year</td> <td>8 B</td> <td>1 >1 year 7 =1 year</td> </tr> <tr> <td>3 WB</td> <td>1 >1 year 2 =1 year</td> <td>3 WB</td> <td>3 >1 year</td> <td>1 WB</td> <td>1 >1 year</td> </tr> <tr> <td rowspan="2">Total</td> <td>61</td> <td>22 >1 year 37 =1 year 2 <1 year</td> <td>59</td> <td>32 >1 year 27 =1 year</td> <td>56</td> <td>23 >1 year 29 =1 year 4 < 1 year</td> </tr> <tr> <td colspan="2">36% students who started B or WB made more than a year's progress.</td> <td colspan="2">54% students who started B or WB made more than a year's progress.</td> <td colspan="2">41% students who started B or WB made more than a year's progress.</td> </tr> </tbody> </table>	Year 7	Mathematics		Reading		Writing		Standard Start 2017	Progress End 2017	Standard Start 2017	Progress End 2017	Standard Start 2017	Progress End 2017	Maori Boys	12 B	3 >1 year 9 =1 year	14 B	4 >1 year 10 =1 year	11 B	3 >1 year 7 =1 year 1 <1 year	9 WB	7 >1 year 2 =1 year	12 WB	8 >1 year 4 =1 year	13 WB	9 >1 year 4 =1 year	Non Maori boys	11B	1 >1 year 9 = 1 year 1 <1 year	8 B	4 >1 year 4 =1 year	12 B	2 >1 year 8 =1 year 2 <1 year	3 WB	1 >1 year 2 = 1 year	7 WB	3 >1 year 4 =1 year	6 WB	4 >1 year 2 =1 year	Maori girls	12 B	4 >1 year 7 =1 year 1 <1 year	7 B	5 >1 year 2 =1 year	3 B	1 >1 year 1 =1 year 1 <1 year	4 WB	4 >1 year	3 WB	2 >1 year 1 =1 year	2 WB	2 >1 year	Non Maori girls	7 B	1 >1 year 6 =1 year	5 B	3 >1 year 2 =1 year	8 B	1 >1 year 7 =1 year	3 WB	1 >1 year 2 =1 year	3 WB	3 >1 year	1 WB	1 >1 year	Total	61	22 >1 year 37 =1 year 2 <1 year	59	32 >1 year 27 =1 year	56	23 >1 year 29 =1 year 4 < 1 year	36% students who started B or WB made more than a year's progress.		54% students who started B or WB made more than a year's progress.		41% students who started B or WB made more than a year's progress.		<p>The target group consisted of only those Year 7 students who started the year achieving below or well below the National Standard in each of Mathematics, Reading or Writing.</p> <p>If students made only one year's progress, this means that they stayed at the same standard they had begun the year at, relative to the year group. Progress using the standards cannot be evaluated accurately; students can move within a standard, particularly at "well below", and this is not accounted for; e.g. a student might be four years below and accelerate to three years below.)</p> <p>In Mathematics, 36% of students at Year 7 who started at below or well below the National Standard, achieved more than a year's progress. 22 out of 61 students made more than a year's progress.</p> <p>10 out of 21 Māori boys made more than a year's progress.</p> <p>2 out of 14 non-Māori boys made more than a year's progress.</p> <p>8 out of 16 Māori girls made more than a year's progress.</p> <p>2 out of 10 non-Māori girls made more than a year's progress.</p> <p>While it is pleasing that some students made accelerated progress, it is disappointing that this not occur for a larger number of students. Only about a third of all children achieved this success; about half of the Māori students achieved this success, compared to the very small number of non-Māori students.</p> <p>In Reading, 54% of students at Year 7 who started at below or well below the National Standard, achieved more than a year's progress. 32 out of 59 students made more than a</p>	<p>The plan is thorough so the plan is to ensure that teaching staff are sufficiently supported to work on accelerating learning with this year's cohort of Year 7 and Year 8 students. We will support all classes with accelerating learning techniques.</p> <p>All classes will be involved in Year 2 of ALiM. The ALiM lead teacher will support this programme with the support of the DP Curriculum.</p>
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want to learn

- Self-regulated learning techniques such as developing and tracking own goals
- “Front-loading”, where students who are in the Tier 2 target group, are prepared for the tasks the rest of the class are given beforehand so that they can both positively contribute and comprehend what the tasks involve.
- Five week bursts of small group teaching for Tier 2.
- Regular and timely feedback
- Regular and timely reassessment
- In 2017 an Accelerating Learning in Mathematics project started, involving one teacher inquiring into accelerating learning in Maths with a target group.

year’s progress.

- 12 out of 26 Māori boys made more than a year’s progress.
- 7 out of 15 non-Māori boys made more than a year’s progress.
- 7 out of 10 Māori girls made more than a year’s progress.
- 6 out of 8 non-Māori girls made more than a year’s progress

Over half of all children achieved this success; girls did particularly well in this curriculum area.

In Writing, 41% of students at Year 7 who started at below or well below the National Standard, achieved more than a year’s progress.

- 12 out of 24 Māori boys made more than a year’s progress.
- 6 out of 18 non-Māori boys made more than a year’s progress.
- 3 out of 5 Māori girls made more than a year’s progress.
- 2 out of 9 non-Māori girls made more than a year’s progress

About ⅓ of all children achieved this success; non-Maori students made weaker progress in writing.

Outcomes are lower than expected. Two out of three senior leaders changed while the third, with literacy expertise and responsibility, was on leave for Term 2. There were also changes in teaching staff.

The Raising Achievement programme will be further embedded in 2018.

Te Marautanga

Our programme was realigned with the Mana whenua here, Te Roro o te Rangī, and used as a foundation for learning. And then we looked for learning connections through individuals' whakapapa and assessment of prior knowledge.

	Panui	
	Standard Start 2017	Progress End 2017
Maori Boys	4 WB	3 > 1 year 1 = 1 year
Maori Girls	1WB	1 > 1 year
Total	5	5

Students entering rumaki for the first time made rapid progress from Level 1 to Level 3. Students working at Level 3 are at the expected level for Year 7.

Students quickly developed knowledge of kupu, sentence structures and the programme emphasised comprehension.

We will continue developing Panui progress and to extrapolate and implement this strategy into the other strands of Te Reo, specifically, Tuhituhi, Korero and Whakarongo.

Planning for next year:

Aims and targets will be included in the 2018 charter to address the variance. The New Zealand Curriculum targets will be repeated, extended to include Year 8 and the Raising Achievement Plan scaffolded for the teaching staff.

Targets for Panui will be extended to Tuhituhi, Korero and Whakarongo and extended to include Year 8.