

Mokoia Intermediate School

Analysis of Variance Achievement Data End 2021



Analysis of Variance - Achievement Data End 2021

School Name:	Mokoia Intermediate	School Number	1832
Strategic Aim:	<p>1.5. To increase the number of students achieving at, or above the expected curriculum level in Literacy and Numeracy.</p> <p>1.6. To increase the number of Māori students achieving at or above the expected curriculum level in Literacy and Numeracy.</p>		
Annual Aim:	<p>1.5. To increase the number of students achieving at, or above the expected curriculum level in Literacy and Numeracy.</p> <p>1.6. To increase the number of Māori students achieving at or above the expected curriculum level in Literacy and Numeracy.</p>		
Target:	<p>90% of all students will make at least 1 year's progress in Literacy and Numeracy i.e. appropriate NZC or MoA curriculum level according to teacher OTJ.</p> <p>90% of Māori students will make at least 1 year's progress in Literacy and Numeracy, i.e. appropriate NZC or MoA curriculum level according to teacher OTJ.</p>		
Baseline Data:	See below.		

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Mathematics 2021

Targets:

90% of all students will make at least 1 year's progress in Literacy and Numeracy i.e. appropriate NZC or MoA curriculum level according to teacher OTJ.

90% of Māori students will make at least 1 year's progress in Literacy and Numeracy, i.e. appropriate NZC or MoA curriculum level according to teacher OTJ.

Data:

Year	Accelerated Progress (more than a step progress)						Sufficient Progress (a step progress)						Insufficient Progress (less than a step progress)						Year Total (Boys+Girls)
	Boy 32 (21%)	Girl 34 (23%)	Maori 28 (22%)	Pasifika 0 (0%)	NZ European 32 (22%)	Other 6 (23%)	Boy 68 (44%)	Girl 50 (34%)	Maori 44 (35%)	Pasifika 1 (14%)	NZ European 63 (43%)	Other 10 (38%)	Boy 56 (36%)	Girl 65 (44%)	Maori 54 (43%)	Pasifika 6 (86%)	NZ European 51 (35%)	Other 10 (38%)	
7																			0
8	<u>13</u> (9%)	<u>9</u> (6%)	<u>7</u> (6%)		<u>13</u> (9%)	<u>2</u> (1%)	<u>33</u> (22%)	<u>19</u> (13%)	<u>16</u> (13%)		<u>28</u> (19%)	<u>8</u> (5%)	<u>34</u> (23%)	<u>42</u> (28%)	<u>36</u> (29%)	<u>3</u> (43%)	<u>31</u> (21%)	<u>6</u> (4%)	150
9	<u>19</u> (12%)	<u>25</u> (16%)	<u>21</u> (17%)		<u>19</u> (13%)	<u>4</u> (3%)	<u>35</u> (23%)	<u>31</u> (20%)	<u>28</u> (22%)	<u>1</u> (14%)	<u>35</u> (24%)	<u>2</u> (1%)	<u>22</u> (14%)	<u>23</u> (15%)	<u>18</u> (14%)	<u>3</u> (43%)	<u>20</u> (14%)	<u>4</u> (3%)	155
	<u>66</u> (22%)						<u>118</u> (39%)						<u>121</u> (40%)						305

Notes:

- A step on the table is the same as a year's progress.
- Only students who have both start of year and end of year data in auraki have been included.
- Because this is data from 2021, the student management system identifies them as their current cohort in 2022.

Analysis:

- 61% of all students made sufficient or accelerated progress - 184 out of 305 students.
- 49% of all Year 7 students made sufficient or accelerated progress - 74 out of 150 students.
- 71% of all Year 8 students made sufficient or accelerated progress - 110 out of 155 students.
- 57% of all Māori students made sufficient or accelerated progress - 72 out of 126 students.
- 39% of all Year 7 Māori students made sufficient or accelerated progress - 23 out of 59 students.
- 73% of all Year 8 Māori students made sufficient or accelerated progress - 49 out of 67 students

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Reading 2021

Targets:

90% of all students will make at least 1 year's progress in Literacy and Numeracy i.e. appropriate NZC or MoA curriculum level according to teacher OTJ.

90% of Māori students will make at least 1 year's progress in Literacy and Numeracy, i.e. appropriate NZC or MoA curriculum level according to teacher OTJ.

Data

Year	Accelerated Progress (more than a step progress)						Sufficient Progress (a step progress)						Insufficient Progress (less than a step progress)						Year Total (Boys+Girls)
	Boy 27 (17%)	Girl 26 (17%)	Maori 22 (17%)	Pasifika 1 (14%)	NZ European 25 (17%)	Other 5 (19%)	Boy 51 (33%)	Girl 56 (38%)	Maori 47 (37%)	Pasifika 0 (0%)	NZ European 53 (36%)	Other 7 (27%)	Boy 78 (50%)	Girl 67 (45%)	Maori 57 (45%)	Pasifika 6 (86%)	NZ European 68 (47%)	Other 14 (54%)	
7																			0
8	8 (5%)	8 (5%)	7 (6%)		7 (5%)	2 (1%)	25 (17%)	23 (15%)	20 (16%)		24 (16%)	4 (3%)	47 (31%)	39 (26%)	32 (25%)	3 (43%)	41 (28%)	10 (7%)	150
9	19 (12%)	18 (12%)	15 (12%)	1 (14%)	18 (12%)	3 (2%)	26 (17%)	33 (21%)	27 (21%)		29 (20%)	3 (2%)	31 (20%)	28 (18%)	25 (20%)	3 (43%)	27 (18%)	4 (3%)	155
	53 (17%)						107 (35%)						145 (48%)						305

Notes:

- A step on the table is the same as a year's progress.
- Only students who have both start of year and end of year data in auraki have been included.
- Because this is data from 2021, the student management system identifies them as their current cohort in 2022.

Analysis:

- 53% of all students made sufficient or accelerated progress - 160 out of 305 students.
- 43% of all Year 7 students made sufficient or accelerated progress - 64 out of 150 students.
- 62% of all Year 8 students made sufficient or accelerated progress - 96 out of 155 students.
- 55% of all Māori students made sufficient or accelerated progress - 69 out of 126 students.
- 46% of all Year 7 Māori students made sufficient or accelerated progress - 27 out of 59 students.
- 63% of all Year 8 Māori students made sufficient or accelerated progress - 42 out of 67 students

Analysis of Variance - Achievement Data End 2021

Writing 2021

Targets:

90% of all students will make at least 1 year's progress in Literacy and Numeracy i.e. appropriate NZC or MoA curriculum level according to teacher OTJ.

90% of Māori students will make at least 1 year's progress in Literacy and Numeracy, i.e. appropriate NZC or MoA curriculum level according to teacher OTJ.

Data

Year	Accelerated Progress (more than a step progress)						Sufficient Progress (a step progress)						Insufficient Progress (less than a step progress)						Year Total (Boys+Girls)
	Boy 39 (25%)	Girl 37 (25%)	Maori 28 (22%)	Pasifika 1 (14%)	NZ European 36 (25%)	Other 11 (42%)	Boy 58 (37%)	Girl 64 (43%)	Maori 63 (50%)	Pasifika 1 (14%)	NZ European 50 (34%)	Other 8 (31%)	Boy 59 (38%)	Girl 48 (32%)	Maori 35 (28%)	Pasifika 5 (71%)	NZ European 60 (41%)	Other 7 (27%)	
7																			0
8	14 (9%)	14 (9%)	10 (8%)		13 (9%)	5 (3%)	33 (22%)	31 (21%)	30 (24%)	1 (14%)	28 (19%)	5 (3%)	33 (22%)	25 (17%)	19 (15%)	2 (29%)	31 (21%)	6 (4%)	150
9	25 (16%)	23 (15%)	18 (14%)	1 (14%)	23 (16%)	6 (4%)	25 (16%)	33 (21%)	33 (26%)		22 (15%)	3 (2%)	26 (17%)	23 (15%)	16 (13%)	3 (43%)	29 (20%)	1 (1%)	155
	76 (25%)						122 (40%)						107 (35%)						305

Notes:

- A step on the table is the same as a year's progress.
- Only students who have both start of year and end of year data in auraki have been included.
- Because this is data from 2021, the student management system identifies them as their current cohort in 2022.

Analysis:

- 65% of all students made sufficient or accelerated progress - 198 out of 305 students.
- 61% of all Year 7 students made sufficient or accelerated progress - 92 out of 150 students.
- 71% of all Year 8 students made sufficient or accelerated progress - 106 out of 155 students.
- 72% of all Māori students made sufficient or accelerated progress 91 out of 126 students.
- 68% of all Year 7 Māori students made sufficient or accelerated progress - 40 out of 59 students.
- 76% of all Year 8 Māori students made sufficient or accelerated progress - 51 out of 67 students

Analysis of Variance - Achievement Data End 2021

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>The Board recognised that the COVID pandemic had effects on teaching and learning in and outside of the period of lockdown.</p> <p>For 2021 the targets needed to be more specific to how we would measure achievement:</p> <p>90% of all students will make at least 1 year's progress in Literacy and Numeracy i.e. appropriate NZC or MoA curriculum level according to teacher OTJ.</p> <p>90% of Māori students will make at least 1 year's progress in Literacy and Numeracy, i.e. appropriate NZC or MoA curriculum level according to teacher OTJ.</p> <p>While recognising that these targets were well above the 2020 achievement, the Board agreed that it was still important to be aspirational about student achievement and not have “deficit thinking”.</p> <p>The 2021 Strategic Plan includes this breakdown:</p> <ol style="list-style-type: none"> 1. Ensure Raising Achievement Plan is a living document. Teachers identify learning tiers and create target groups of learners. 2. Teachers using accelerated learning practices as part of ALiM/ALL contracts. 3. Teachers using Teaching As Inquiry methods to support all learning needs. 	<p>See graphs and analysis above for progress results.</p>	<p>The numbered points match with the planned “Actions” (column 1):</p> <ol style="list-style-type: none"> 1. The Raising Achievement Plan was not a priority in teacher planning. 2. Our ALL and ALiM contracts which involve working with groups of students were hampered by Covid absences. The underachieving students who formed the target groups were mostly made up of students who were difficult to connect with. Meetings with colleagues and the outside facilitator did not take place consistently. 3. Lockdowns, mandates, relievers and absences added to a breakdown in successful and consistent work on teacher inquiries into practice. 4. Some teachers are very good at using their data for learning. 5. Teacher fatigue and teacher/student absence added to the issues with lack of intensive group teaching. 6. Learning support assistants have made a huge difference in classes. 7. Tier 3 learners have IEPs. 	<p>See below: “Planning for 2022”.</p>

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4. Teachers making students aware of their own achievement data.
 5. Teachers use inquiry into practice to meet individual needs of learners. Teachers using target groups based on data. Teachers to work intensively with smaller target groups for 5 weeks to accelerate learning.
 6. Learning support assistants allow teachers to work with target groups.
 7. Tier 3 learners have IEPs. Tiers listed on etap.
 8. Teachers develop understanding of culturally responsive practice.
- In addition to this plan, we won two centrally funded contracts:
- Reading across the curriculum
 - Leadership

8. Culturally responsive practice development is ongoing.

Planning for 2022:

This year staff changes have strengthened the leadership team. Our two new kāinga ako rāngatira work well with the existing team and we believe that we now have a much improved change leadership team.

We have begun with intensive work in structured literacy with the full teaching team. Our new leader in Waiteti, Tineke O'Callaghan, brings strengths and experience in this area. Tracey Low, now in Puarenga, was experimenting in this area last year. Tracey is our Lead teacher in Literacy. A teacher only day with Liz Kane, a guru of Structured Literacy, is planned for 28th March. We are going to work with our kāhui ako schools, Owata and Rotokawa, on following the success of this initiative. We have \$18000 of funding from the Ngati Whakaue Education Fund to support this, and an expression of interest from them to follow our progress and support it if we show some success.

Kathryn McMurdo in Kaituna, is the second new leader. Kathryn is Lead teacher in Numeracy, and is working with teachers on unpacking assessment in Maths and supporting them with resources and professional development.

Our continued contracts in Reading (Ruth Foulkes from waikato) and Leadership (Rob Clarke) will complement these initiatives.

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Appendices

**Mokoia Intermediate School
Curriculum Levels OTJ (1)Beg
Reading Curric Level OTJ (1)Beg2021
All pupils (Past,Present,PreEnrol)**

10373	1	e2	2	e3	3	e4	4	e5	5	e6	6	Well Below	Below	At	Above	Total
Y7	1% (1)	2% (4)	10% (17)	9% (16)	48% (82)	14% (23)	14% (24)	1% (1)	1% (2)			13% (22)	9% (16)	48% (82)	29% (50)	170
Y8	1% (1)	3% (5)	4% (7)	13% (20)	21% (34)	22% (35)	21% (34)	8% (12)	8% (12)			21% (33)	21% (34)	22% (35)	36% (58)	160
Totals	0.6% 2	2.7% 9	7.3% 24	10.9% 36	35.2% 116	17.6% 58	17.6% 58	3.9% 13	4.2% 14			16.7% 55	15.2% 50	35.5% 117	32.7% 108	330

**Writing Curric Level OTJ (1)Beg2021
All pupils (Past,Present,PreEnrol) 2022**

10374	1	e2	2	e3	3	e4	4	e5	5	e6	6	Well Below	Below	At	Above	Total
Y7	2% (4)	1% (1)	17% (29)	16% (28)	49% (84)	6% (11)	8% (13)					20% (34)	16% (28)	49% (84)	14% (24)	170
Y8	1% (1)	1% (2)	10% (16)	13% (20)	30% (48)	22% (35)	16% (25)	4% (6)	4% (7)			24% (39)	30% (48)	22% (35)	24% (38)	160
Totals	1.5% 5	0.9% 3	13.6% 45	14.5% 48	40% 132	13.9% 46	11.5% 38	1.8% 6	2.1% 7			22.1% 73	23% 76	36.1% 119	18.8% 62	330

**Mathematics Curric Level OTJ (1)Beg2021
All pupils (Past,Present,PreEnrol) 2022**

10375	1	e2	2	e3	3	e4	4	e5	5	e6	6	Well Below	Below	At	Above	Total
Y7	1% (2)	1% (2)	15% (25)	9% (16)	48% (81)	12% (20)	14% (23)		1% (1)			17% (29)	9% (16)	48% (81)	26% (44)	170
Y8	1% (1)	4% (6)	6% (9)	14% (23)	26% (42)	23% (37)	13% (20)	8% (13)	6% (9)			24% (39)	26% (42)	23% (37)	26% (42)	160
Totals	0.9% 3	2.4% 8	10.3% 34	11.8% 39	37.3% 123	17.3% 57	13% 43	3.9% 13	3% 10			20.6% 68	17.6% 58	35.8% 118	26.1% 86	330

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Mokoia Intermediate School Curriculum Levels OTJ (3)End

Reading Curric Level OTJ (3)End2021 All pupils (Past,Present,PreEnrol)

10370	1	e2	2	e3	3	e4	4	e5	5	e6	6	Well Below	Below	At	Above	Total
Y																0
Y																0
Y7	1% (1)	3% (5)	8% (13)	15% (23)	26% (41)	20% (31)	18% (28)	8% (12)	2% (3)			27% (42)	26% (41)	20% (31)	27% (43)	157
Y8			3% (5)	7% (11)	18% (30)	17% (28)	27% (44)	13% (21)	13% (21)	1% (1)	1% (2)	28% (46)	17% (28)	27% (44)	28% (45)	163
Totals	0.3% 1	1.6% 5	5.6% 18	10.6% 34	22.2% 71	18.4% 59	22.5% 72	10.3% 33	7.5% 24	0.3% 1	0.6% 2	27.5% 88	21.6% 69	23.4% 75	27.5% 88	320

Writing Curric Level OTJ (3)End2021 All pupils (Past,Present,PreEnrol) 2022

10371	1	e2	2	e3	3	e4	4	e5	5	e6	6	Well Below	Below	At	Above	Total
Y																0
Y																0
Y7	1% (2)	2% (3)	7% (11)	16% (25)	31% (49)	23% (36)	12% (19)	6% (10)	1% (2)			26% (41)	31% (49)	23% (36)	20% (31)	157
Y8		2% (3)	2% (4)	5% (8)	22% (36)	20% (33)	28% (45)	14% (23)	5% (8)	1% (1)	1% (2)	31% (51)	20% (33)	28% (45)	21% (34)	163
Totals	0.6% 2	1.9% 6	4.7% 15	10.3% 33	26.6% 85	21.6% 69	20% 64	10.3% 33	3.1% 10	0.3% 1	0.6% 2	28.8% 92	25.6% 82	25.3% 81	20.3% 65	320

Mathematics Curric Level OTJ (3)End2021 All pupils (Past,Present,PreEnrol) 2022

10372	1	e2	2	e3	3	e4	4	e5	5	e6	6	Well Below	Below	At	Above	Total
Y																0
Y																0
Y7	1% (1)	1% (1)	8% (13)	13% (21)	29% (45)	25% (40)	10% (16)	8% (13)	4% (7)			23% (36)	29% (45)	25% (40)	23% (36)	157
Y8		1% (1)	2% (4)	4% (7)	18% (30)	20% (33)	33% (53)	8% (13)	11% (18)	2% (3)	1% (1)	26% (42)	20% (33)	33% (53)	21% (35)	163
Totals	0.3% 1	0.6% 2	5.3% 17	8.8% 28	23.4% 75	22.8% 73	21.6% 69	8.1% 26	7.8% 25	0.9% 3	0.3% 1	24.4% 78	24.4% 78	29.1% 93	22.2% 71	320