Mokoia Intermediate School

Analysis of Variance
Achievement Data End 2022

School Name:	Mokoia Intermediate		School Number:	1832

Strategic Aim:	To have a learning environment that engages students in their own learning so that they experience success.
Annual Aim for 2022:	1.5. To increase the number of students achieving at, or above the expected curriculum level in Literacy and Numeracy. 1.6. To increase the number of Māori students achieving at or above the expected curriculum level in Literacy and Numeracy.
Target:	**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.** *In writing this aim, the Board was aware of the effects that Covid lockdowns had on student engagement in school and during hybrid learning. They decided that based on the large number of students performing below the appropriate curriculum level, we would concentrate on ensuring that students were making at least a year's progress. Students had had very broken schooling with two years of Covid.*
Baseline achievement data Beginning 2022:	Baseline achievement data February 2022 at or above expected curriculum level.

All Students	All	Year 7	Year 8	Māori	NZ European	Boys	Girls
Reading	44% (142)	43% (68)	45% (74)	31% (45)	56% (88)	46% (78)	41% (64)
Writing	27 % (88)	15% (23)	39% (65)	17% (24)	35% (54)	23% (38)	32% (50)
Mathematics	40% (129)	33% (52)	47% (77)	23% (34)	54% (83)	45% (75)	34% (54)

Achievement data End 2022	**Achievement data November 2022 at or above expected curriculum level - where we are now**							
	All Students	**All**	**Year 7**	**Year 8**	**Māori**	**NZ European**	**Boys**	**Girls**
	Reading	37% (123)	24% (40)	50% (83)	23% (35)	50% (79)	38% (66)	35% (57)
	Writing	32% (109)	22% (37)	43% (72)	23% (34)	41% (64)	25% (44)	40% (65)
	Mathematics	44% (148)	33% (57)	55% (91)	26% (39)	60% (94)	50% (88)	37% (60)

Progress data 2022:	**Progress data February - November 2022 sufficient or accelerated progress (at least one year level)**							
	All Students	**All**	**Year 7**	**Year 8**	**Māori**	**NZ European**	**Boys**	**Girls**
	Reading	58% (181)	46% (71)	71% (110)	27% (42)	62% (87)	54% (86)	63% (95)
	Writing	77% (234)	83% (125)	70% (109)	75% (98)	77% (106)	73% (116)	80% (118)
	Mathematics	71% (218)	68% (104)	74% (114)	69% (91)	72% (100)	71% (113)	70% (105)

In Reading - 20% of students (63) made accelerated progress. 21% of Māori students (27) made accelerated progress.
In Writing - 37% of students (112) made accelerated progress. 37% of Māori students (48) made accelerated progress.
In Maths - 30% of students (91) made accelerated progress. 31% of Māori students (41) made accelerated progress.

Targets 2023:	*Well below and below students will make accelerated progress in literacy and numeracy.*

Actions *What did we do?*	Outcomes *What happened?*	Reasons for the variance *Why did it happen?*	Evaluation *Where to next?*
The Board set aspirational targets as they agreed not to have "deficit thinking": *" 90% of all students will make at least 1 year's progress in Literacy and Numeracy i.e. appropriate New Zealand Curriculum or Marautanga o Aotearoa curriculum level according to teacher Overall Teacher Judgements."*	We did not reach this target; fewer than 90% of students made a year's progress in Writing and Maths, and considerably fewer in Reading.	We need to explore our suppositions. Was this because: - Teachers became better at assessing students' achievement against the learning progressions (their initial OTJ may have been wrong)? - Early OTJ was based on one test? - Early OTJ was based on contributing school data rather than triangulating knowledge? - Teachers did not teach to the individual needs of the children over the year? - Not enough data was gathered to triangulate judgments? -Truancy, illnesses, absences have impacted learning and progress? -Teachers are dealing with more pastoral care needs before the curriculum? If students are not feeling well, safe, emotionally regulated, then they aren't in a position for learning.	- Explore reasons for students not making at least a year's progress - Change target to: *"Well below and below students will make accelerated progress in literacy and numeracy."* - Work on teacher knowledge of the Reading progressions - Work with teachers (modelling, practice) on using observation to notice student ability against the progressions. - Work on deep questioning ie using Bloom's taxonomy to elicit greater understanding of text .(being able to infer) - As our roll is 50% Maori, it is a concern that there is a large disparity between the progress made by Māori and NZ European students in Reading.

Strengthened leadership in literacy - introduction of Structured Literacy	The teaching of the Code was consistent across all classes and kāinga ako. School systems prioritised the time used for structured literacy so that there were few interruptions.	We came close to reaching the target in Writing. This may be because students - and teachers - were more confident in their use of vocabulary and spelling in their writing.	The Code will continue to be part of "what we do." Teachers are learning the different levels and discussing their learning with each other.
Strengthened leadership team. Continued with leadership professional development	Team leaders are working with SLT for the same learning outcomes.	Consistency of voice helping to raise achievement and unpick next steps, as we will need to for reading	Continue leadership development. Next step is understanding team strengths (which helps in approaches to professional development).
Literacy contract to strengthen knowledge of assessment for learning.	Development of literacy and numeracy progressions. Professional development in Spotlight which uses these progressions.	We are now aware that teachers need to be able to use progressions.	Develop teacher knowledge and use of the progressions in 2023. Introduce more tools that support teacher scaffolding of higher order thinking e.g. Bloom's Taxonomy.
Purchased individual student licences for Steps Web and IXL	Positive use by teachers and students		Continue with Stepsweb and IXL. These backup classroom learning, are individualised to student needs and provide focussed work during times when hybrid learning is necessary.

Planning for 2023:

Explore reasons for students not making at least a year's progress.

Explore reasons for the disparity between Māori and NZ European achievement.

Change target to:*"Well below and below students will make accelerated progress in literacy and numeracy."*

Use literacy and numeracy progressions to assess achievement rather than relying on test data. These involve teachers building better understanding of curriculum content at each level. Start with work on teacher knowledge of the Reading progressions.

Work with teachers (modelling, practice) on using observation to notice student ability against the progressions.

Work on deep questioning i.e. using Bloom's taxonomy to elicit greater understanding of text (being able to infer).

The Code will continue to be part of "what we do." Teachers are learning the different levels and discussing their learning with each other. Continue structured literacy practices. We are gathering data on the Code levels to help measure its effect on student ability and confidence in decoding and writing.

Develop critical and creative thinking tasks. Introduce scaffold e.g. SOLO Taxonomy.

Continue leadership development. Next step is understanding team strengths (which helps in approaches to professional development).

Continue with Stepsweb and IXL. These backup classroom learning, are individualised to student needs and provide focussed work during times when hybrid learning is necessary.

Schoolwide tracking and monitoring of below and well below students.

Develop milestones for staff to work towards. Co-design with staff.

ERO and the school will work together to strengthen the use of assessment data by the Board, leaders and students.