

# Analysis of variance reporting

School name: Little River

School number: 3418

## Focus: Reading

### Strategic Aim: *High Expectations – Doing our Best*

*All students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relations to the National Standards.*

**Annual Aim:** *Raise achievement for pupils below national standard in reading by providing learning programmes that will result in a positive achievement gain for the cohort of identified below/well below readers.*

### Target:

- 15 pupils across Yr2-8 who are 'below' standard will make accelerated progress (greater than their normal expected progress) towards National Standards.
- This includes our priority learners.
- 5 students who are below/well below will continue to work towards their IEP goals.
- 20% of Yr 6 pupils currently 'at' standard will make accelerated progress to 'above' national standard.

### Target Group Baseline

– Identified 15 pupils at October 2016, extended to 21 at April 2017

Reading Oct 2016	Well Below	Below	Reading Sept 2017	Well Below	Below
<b>Total</b>	2.7%	16.3%		2.6%	10.7%
<b>Girls</b>		10.1%		3.5%	7.1%
<b>Boys</b>	5.8%	23.5%		1.7%	14.2%
<b>Maori</b>		33.3%		6.6%	6.6%

**Baseline data:** *Figure expressed as % of total roll of 110 pupils, at Oct 2016 (59 girls, 51 boys, 12 Maori)  
End data figure expressed as % roll of 112, at Oct 2017. (56 boys/girls, 15 Maori)*

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Initiated a change team to work with SAF as part of the school's self review process, to design achievement target and consult with BOT on draft charter targets.</p> <p>Pupils identified as special needs and those at risk of performing less than potential are provided with specific personal achievement goals.</p> <p>We're looking for student voice and thinking that shows they are working to understand how they use symbols, texts and language to communicate their ideas. We're capturing student voice to inform parents, teachers and pupils about what students see as their strength mode and areas for development.</p> <p>Utilise 'teacher inquiry' Regular meetings between teachers and learning support staff to monitor progress of target pupils and focus cohorts.</p>	<p>Change team met on 9 occasions from Nov 2016 through to Nov 2017. Targets specific to National Standards learning areas of Reading and Maths based on school achievement profile and priority learners.</p> <p>School processes for inquiring, setting and managing data around achievement were reviewed and developed. Cohorts for accelerated learning programmes and extension to 'above' standard identified.</p> <p>All pupils reflected on their competence within the area of Using Language Symbols and Texts, their reflections were recorded/shared in their written reports, to later be discussed with parents at interviews.</p> <p>Explored with SAF and change team leaders in a collaborative way including support staff.</p>	<p>Team met, leaders led, SAF change team focus moved to teaching as inquiry in order to develop teacher capacity to evaluate learner progress and adapt approaches to meet needs better.</p> <p>A first draft of a tracking sheet for priority learners was developed and used for teacher and learning support staff progress meetings.</p> <p>Cohorts for acceleration showed progress as targeted for 8 of 21.</p> <p>There was no accelerated progress for cohort group with objective of moving from 'at' to 'above' standard.</p> <p>Pupil reflections in the conferencing with teachers to gather them are proving successful and contributing to improved learner agency.</p> <p>Tracking format and meeting initially collecting all thinking, decisions into meeting minutes, changes for pupil programmes implemented.</p>	<p>Enduring systems for 2018: shared documents for tracking progress, and teacher inquiry into practice.</p> <p>The process of mixing professional development with a real target was not successful.</p> <p>Teaching programmes to support the target suffered as staff committed time to inquiring into practice, attending collaboration meetings and adopting system changes.</p> <p>We need to develop and grow learner agency and the ability of pupils to become better at evaluation of their learning and manage their expectations. Possible future strategic target to grow competent learners, who Stand Tall.</p> <p>Teacher inquiry process as trialled became more collective. Future progress tracking simplified for all students with data focus on key learning areas and key competency areas.</p>

## Tātaritanga raraunga

### Planning for next year:

Teachers and learning support staff liked the collaborative approach to inquiring into progress for priority learners. Our next step is to make this inquiry process bare fruit for the learners with greater numbers of our target group making accelerated progress.

To bring about change, our teachers need time. Meetings for analysis and the sharing of ideas are additional to the teaching with the pupil.

Tracking progress of our learners as individuals is a necessity. Recording interventions and support agencies helps those involved in a team approach for our priority pupils to be on the same page and provide a more efficient programme.

A simpler tracking form has been developed for 2018 to provide an achievement profile for each class and for the monitored group. Achievement data for core learning areas: reading, writing, maths and key competencies of: social competence, learner agency and special needs notes.

The removal of National Standards legislation will alter how we report to progress to parents, will create the opportunity for us to develop targets that aren't constrained by wording from the standards.

We'll still focus strategic targets on priority learners and work to meet our vision of Stand Tall with a competency target to develop learner competence.

C Couper 23/2/18

