

Analysis of Variance Reporting



School Name:	Hampstead School	School Number:	3367
Strategic Aim: 2020 Maths	We work to maximise the learning potentials of all students. Our Mission Statement is, Living to Learn, Learning to Live.		
Annual Aim:	2020 For all students identified as below or well below in in Maths- , to make accelerated progress to be At or Above National Standard by the end of the year.		
Target:	Students achieving below		
Baseline Data:	November 2019, we identified 33% of students below or well below the National Standard for their year.		

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>Student priority groups formed with Staff informed of who is below. Link to teacher expectations with Inquiry appraisal focus. Ongoing monitoring meetings to discuss priority targeted students. Work with families to support students' learning. Communication between parties for students receiving extra assistance. Close monitoring of progress.</p>	<p>All Students at 64% Nov 2020. Maori 57% Pasifika 53% Males 66.5% Females 66% The analysis of end of year data is lower than for previous years, around 4% lower.</p>	<p>In 2020 we had Covid 19 occur. The resulting break to education and impact on well-being will have effected achievement results. Increasingly we are finding new entrants at lower levels when entering- oral skills are basic- we have increasing numbers in language support programmes such LLI.</p> <p>The percentages of Pasifika students continues to increase, while Esol support is applied we are aware of the difference as academic language is acquired.</p> <p>We note that those who are still below, have made progress within levels.</p> <p>Our results include our 11 Ongoing resource needs students- (an increasing number, achieving at Level 1 these students may progress within the level but it is unlikely they will progress to a level reflective of their age.</p>	<p>Teachers are very aware of the needs of their target students- aware of the need to focus attention and be unrelenting about change.</p> <p>Priority groups were purposeful in making teachers aware and concentrating efforts. Explicitly groups were tasked with making progress- there was a very conscious move to focus and push the students ahead.</p>
<p>Raising Achievement Planning for 2021 year:</p>			
<p>Target learning needs of individuals and groups though the use of Teaching as Inquiry and Intervention programme for those Year 4-5 students identified as 'just below' in Term 1 of 2021. Peer observations using the modified shadow coaching tool to analyse and evaluate our mathematical teaching methods. Identification in Term 1, implementation throughout Term 2-3, Evaluation and recommendations in Term 4. Professional development in use of the PacT tool for moderation of Maths OTJ data. Engagement of the PacT tool through CoL PD. Ongoing monitoring of achievement and progress of learners, particularly in the Year 4-5 area where students are transitioning into Stage 6. Assessment information gathered and analysed through JAM, GLoSS, OTJ information to target needs to address through teacher inquiry. Focus not only on achievement of standard but at progress across all domains.</p>			

Strategic Aim: 2020 Writing	We work to maximise the learning potentials of all students. Living to Learn, Learning to Live.
Annual Aim:	2020 For all identified students as below or well below National Standards in Writing to make accelerated progress to be at or above by the end of the year.
Target:	All Students achieving below or well below to have progressed to, at or above.
Baseline Data:	In November 2019 we identified 26% of students below or well below the Writing National Standard for their year. Areas of need in writing for targeted students included: <ul style="list-style-type: none"> • Understanding the experiences, apparent is the disconnect from NZ experiences and language particularly for Pasifika and those from less resourced areas. • Providing experiences • Structures for writing

Writing 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>Continued to use PaCT writing throughout the school as a means of moderation. Continue to use Inquiry Process to ensure lessons are delivered to meet needs, especially the under achievers and boys. Continue to utilise the Storytelling programme and Long-term Plan throughout the school. Organised a Parent Literacy Evening.</p>	<p>Achievement at and above continued for all students at 71% at or above. The number of Maori students at or above level was 66%. For Pasifika students we saw 68% achieve at or above up 6%. Females were 81% at or above compared with Males at 60%.</p>	<p>Covid 19 is felt to have had a negative impact on achievement- a enforced break in schooling and well-being. Embedding structured models of writing using the Story Telling programme has motivated students to write.</p> <p>Our results include our eleven Ongoing resource needs students- achieving at Level 1 these students may progress within the level but it is unlikely they will progress to a level reflective of their age. We also have 5 students achieving ICS status in 2020.</p> <p>We note an increasing Pasifika roll at 26% up from 22% in 2019 and 21% Maori. There is an impact on achievement data of students starting with no or low English ability.</p>	<p>A frustrating year in terms of the impact of Covid. Despite this Staff worked to apply Actions. PaCT is providing a coherent moderation tool. Inquiry processes were interrupted and did not have the impact seen in previous years. The purposefulness of Writing programmes is maintained and will continue into 2021. The Parent Literacy Evening showcased Staff skills and programmes. This will be worthwhile repeating every 2-3 years.</p>

Raising Achievement Planning for 2021 year:

2021 All Staff will moderate writing using the PaCT framework and find trends to assist students to move towards meeting the Standards. We will continue to use the Inquiry process to ensure lessons are delivered to meet needs, especially under achieving students. Ongoingly we will utilise the Storytelling programme and Long-Term Plan throughout the school. Making use of staff expertise to improve the outcome for males, Maori and Pasifika are specific areas for focus.
The Senior Area will continue the spelling programme, and there will be a Yr 2-3 trial in 2021. Yrs 0-1 will trial the Yolanda Sorryl and other phonetic based spelling programme.