



**Chapel Downs**  
**Primary School**

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# ANALYSIS OF VARIANCE

## 2017

SCHOOL NUMBER 1581

**Our Chapel Downs Vision**

**- ‘*Achieving together*’**

Chapel Downs shared vision of our learner is designed to empower students to thrive in the 21<sup>st</sup> Century, for our children's future.

The six learner dispositions are a combination of skills, attitudes, values and knowledge that our learning community have identified as being essential. Our students need an up-to-date curriculum that reflects not only the knowledge and skills needed for the future, but also the best teaching strategies and learning theories. The community consultation undertaken in recent years, reinforced the need for vision and direction in developing students who are life long learners. These 21<sup>st</sup> Century learning dispositions are reflected in the Ministry of Education's NZ curriculum with five competencies being integral to the way students learn and teachers teach.



## **Chapel Downs Learning Vision**

At Chapel Downs students achieve through quality provision, leadership, teaching and learning supported by effective governance.

1. Teaching as Inquiry is used to continually improve teaching practice and student achievement.
2. In Reading / Panui, Writing / Tuhituhi and Mathematics / Pangarau all students will be achieving at the 'At' or 'Above' levels of achievement as determined by the New Zealand Curriculum Reading and Writing Standards and the Mathematics Standards.
3. NZC key competencies are delivered through the Chapel Downs Learner Dispositions.
4. Including bicultural and multi-cultural aspects within the curriculum.
5. Provide learning support for our students with Non-English Speaking Backgrounds.
6. Inquiry based approach to learning is established and the approach supports students to demonstrate a high level of proficiency of the Chapel Downs Dispositions across all areas of school life.
7. E-learning supports an integrated approach to Inquiry based learning.

# **Chapel Downs Community Vision**

*At Chapel Downs students achieve through strong engagement with our community*

- 1. By promoting a strong welcoming environment where staff, students and the community all feel welcome.*
- 2. By fostering and strengthening a learning partnership.*
- 3. By working to ensure all cultures are valued and respected within our multi cultural community.*

*We believe striving to succeed is built around six key areas:*

- *Respect*
- *Team Player*
- *Self-Manager*
- *Communicator*
- *Investigator*
- *Perseverance*

## **Communicator**

*The Chapel Downs Learner expresses ideas and understands the ideas of others by*

*-Listening actively and responding to others ideas*

*-Confidently sharing with others*

*-Effectively using a variety of communication tools*



## **Team Player**

*The Chapel Downs Learner works well with others by*

*-Interacting with a range of people in a range of contexts*

*-Contributing and co operating as part of a team*

*-Demonstrating effective leadership*



## **Investigator**

*The Chapel Downs learner investigates by*

- Being curious about their world
- Searching for information from different sources
- Sifting, sorting and reflecting on information
- Developing ideas into actions and presenting findings



## **Self Manager**

*The Chapel Downs Learner manages themselves by*

- Being organised for their learning
- Taking responsibility for their learning independently



## **Respect**

*The Chapel Downs Learner is respectful by*

- Being aware of how their actions impact on themselves, others and the environment
- Using good manners
- Following school rules



## **Perseverance**

*The Chapel Downs Learner perseveres by*

- Setting, working towards and evaluating goals
- Developing a range of independent strategies to help them to complete tasks independently



# Cultural Diversity

## ***Our School reflects Cultural Diversity by:-***

- Respecting and valuing all cultures within our multi-cultural community.
- Providing learning support for our students with Non-English Speaking Backgrounds.
- Working to achieve key goals 'Pasifika Education Plan' 2013-2017 and Improving Education outcomes for Pacific Learners ERO Report 2014.
- Including bicultural and multi-cultural aspects within the curriculum.
- Acknowledging and utilising local human resources within lesson planning.

## ***Our school reflects the unique position of the Maori culture by:-***

- Acknowledging the status of the Treaty of Waitangi.
- Planning curriculum delivery around key frame work from Macfarlane's Educultural Wheel (2004)- **Whanaungatanga** (relationship), **Rangatiratanga** (self determination), **Manaakitanga** (ethos of care), **Kotahitanga** (unity of bonding).
- Adhering to Kahikitia 2013-2017 –Accelerating Success (MoE).
- Acknowledging that New Zealand is a bi-cultural nation.
- Including aspects of Tikanga Maori in formal school occasions.
- Involving designated kaumatua and kuia attached to our school.
- Singing the National Anthem in both Maori and English at formal occasions.
- Using correct pronunciation of Maori names, place names, etc.
- Reflecting the value of Maori culture within our school environment.

## ***Our school incorporates tikanga Maori into the school's curriculum by:-***

- Supporting teacher professional development to promote confidence and skill.
- Making efforts to provide kapahaka opportunities for our students.
- Using Te Reo and promoting Tikanga within the classroom.
- Promoting and participating in Maori Language Week and recognising Matariki.
- Promoting protocol and understanding through visits to our local Marae.
- Integrating across the curriculum whenever possible.
- Teaching Te Reo when expertise is available.

## ***Our school discovers the views and concerns of our Maori community by:-***

- Consulting with local iwi.
- Ensuring accessibility of Principal and Board of Trustees and their willingness to listen.

## ***When a parent of a student requests that their child (ren) be provided with instruction in Te Reo Maori beyond the resources of the school, the Principal will:***

- Discuss with the parent the ways the school currently involves Te Reo and Tikanga Maori in our life and programmes.
- Assist parents to gain information on schools in the district that have the capacity for more intensive instruction.

**(Broad priorities established by the school over a three year period)**



**Chapel Downs  
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## **Student Learning and achievement**

### **Chapel Downs Learning Vision**

***At Chapel Downs students achieve through quality provision, leadership, teaching and learning supported by effective governance***

1. Teaching as Inquiry is used to continually improve teaching practice and student achievement.
2. In Reading / Panui, Writing / Tuhihi and Mathematics / Pangarau all students will be achieving at the 'At' or 'Above' levels of achievement as determined by the New Zealand Curriculum Reading and Writing Standards and the Mathematics Standards.
3. NZC key competencies are delivered through the Chapel Downs Learner Dispositions
4. Including bicultural and multi-cultural aspects within the curriculum.
5. Provide learning support for our students with Non-English Speaking Backgrounds.
6. Inquiry based approach to learning is established and the approach supports students to demonstrate a high level of proficiency of the Chapel Downs Dispositions across all areas of school life.
7. E-learning supports an integrated approach to Inquiry based learning.

## **Developing a quality welcoming environment**

### **Chapel Downs Community Vision**

***At Chapel Downs students achieve through strong engagement with our community***

1. To promote a strong welcoming environment where staff, students and the community all feel welcome.
2. Foster and strengthen a learning partnership.
3. Work to ensure all cultures are valued and respected within our multi cultural community using Educultural concepts of **Whanaungatanga** (relationship), **Rangatiratanga** (self determination), **Manaakitanga** (ethos of care), **Kotahitanga** (unity of bonding)

## **School organisation and structure**

### **Chapel Downs Organisation Vision**

***At Chapel Downs the staff, board and community will work to build organisation and structure***

1. Review and implement strategies and procedures that ensure curriculum and resources (people, finances and property) are targeted to promote the development of the Chapel Learning Dispositions



# Strategic Plan 2017-2019



Chapel Downs  
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(Priorities established by the school over a three year period)

## STUDENT LEARNING AND ACHIEVEMENT

### Goals that focus on improving student achievement:

1. In Reading / Panui, Writing / Tuhituhi and Mathematics / Pangarau all students will be achieving at the 'At' or 'Above' levels of achievement as determined by the New Zealand Curriculum Reading and Writing Standards and the Mathematics Standards.
2. Teaching as Inquiry is used to continually improve teaching practice and student achievement.
3. NZC key competencies are delivered through the Chapel Downs Learner Dispositions
4. Provide learning support for our students with Non-English Speaking Backgrounds.
5. Inquiry based approach to learning is established and the approach supports students to demonstrate a high level of proficiency of the Chapel Downs Dispositions across all areas of school life.
6. E-learning supports an integrated approach to Inquiry based learning.

Literacy	Objectives What we are planning to do	Strategies How are we going to do it?	Anticipated duration How long will it take?
	*Continue to raise levels of achievement in Literacy, specifically reading comprehension and written language for all students.	*Further implement school wide professional development programmes in reading and writing.	2017-2019
	*Raise reading and comprehension levels across the school.	*Teacher inquiry for target groups.	2017-2019
	*Run 'Quick Sixty' Reading Support Programme.	*Two teachers running Quick Sixty Programmes.	2017-2019
	*Quick Sixty Alphabet Programme.	*Learning Assistants trained in and running Quick Sixty Alphabet Programme with Year 1 students.	2017-2019
	*Continue to set targets and report to BoT, parents, and students against National Standards.	*Etap aggregation tools reviewed and set to support this.	2017-2019
		*Read Together and Reading Together Plus workshops for parents.	2017-2019
		*Use E-asTTle reading from Year 4 to Year 6.	2017-2019
		*Reporting/discussion document for June/November reporting.	2017-2019
	*Continue to provide school wide professional development for teachers, through lead teachers and DPs.	*Professional Development will be within team meetings and teacher only days.	2017-2019

	*Continue to make assessment-based decisions to drive teacher learning and feed forward to learners.	*Use Etap to collate assessment data for teaching and learning.	2017-2019
<b>Mathematics</b>	<b>Objectives</b> <i>What we are planning to do</i>	<b>Strategies</b> <i>How are we going to do it?</i>	<b>Anticipated duration</b> <i>How long will it take?</i>
	*Continue to raise levels of achievement in Numeracy.	*Refine formative assessment strategies to ensure students receive feedback and feed forward.	2017-2019
	*Continue to provide school wide professional development for teachers, through the Mathematics lead teachers.	*Mathematics Lead teachers attend cluster meetings and feedback to leadership team and run workshops in team meetings.	2017-2019
	*Continue to make assessment-based decisions to drive teacher learning and feed forward to learners.	* Use assessment tools such as JAM (and JAM based progress and anniversary testing kits), GloSS, PAT Mathematics, E-asTTle Maths.	2017-2019
	*Raise student achievement in strand and problem solving.	*Use teacher assistance to run MIMS Math's Learning Support Y4-Y6 programmes  *Use Y3 mini MIMS Math's Learning Support Programme	2017-2019
<b>Chapel Downs Learner Dispositions</b> <b>(inquiry/thinking skills)</b>	<b>Objectives</b> <i>What we are planning to do</i>	<b>Strategies</b> <i>How are we going to do it?</i>	<b>Anticipated duration</b> <i>How long will it take?</i>
	*Integrate the CD Learning Dispositions and Vision as part of the daily classroom programmes.	*On-going professional development as a whole staff and in teams.	2017-2019
	*Continue to develop a shared language and understanding of the CD kid.	*Continue to promote school vision and CD Learner Dispositions and investigation model to community regularly.	2017-2019
	*Develop and refine the use of the CD Kid rubrics for consistent expectations.	*Professional Development around the teaching of age appropriate thinking skills.	2017-2019
	*Implement a school wide Investigation inquiry model. (Ignite/Investigate/Inform)	*Investigator model implemented through 'Discovery Fridays' and across other curriculum areas.  *As part of the investigator disposition develop a progression of thinking tools to be used through targeted professional development.	2017-2019





## DEVELOPING A QUALITY LEARNING PARTNERSHIP- 'Achieving Together'

### Goals for developing strong Learning partnership:

1. Continue to promote a strong community learning partnership
2. Ensure staff are supported as learners to develop and foster quality learning relationships

	Objectives What we are planning to do	Strategies How are we going to do it?	Anticipated duration How long will it take?
	*Support and encourage teachers to foster partnerships with our learning community.	*Consult the learning community (BoT, staff, whanau, students) regularly on strategic direction, vision and partnership opportunities.	2017-2019
		*Continue to promote school vision and Chapel Downs Learning Dispositions and inquiry model to community regularly.	2017-2019
		*Curriculum morning for maths/reading held annually.	2017-2019
		*Read Together workshops T2/T3.	2017-2019
		*Continue to have "Learning Connect" meetings with whanau after 5 weeks at school and regularly throughout the year for students in their first year of school.	2017-2019
		* Close working relationship with Chapel Downs Early Learning Centre.	2017-2019
		* School SWIS Worker.	2017-2019
	<ul style="list-style-type: none"> <li>Foster stronger links with families of preschoolers to better support children and families transition to school.</li> </ul>	*Update "Ready for school booklet" and new enrollment pack.	2017-2019

## SCHOOL ORGANISATION AND STRUCTURE

### Goals for personnel processes and systems:

*Review and implement strategies and procedures that ensure curriculum and resources (people, finances and property) are targeted to promote the development of the CD Learner*

	<b>Objectives</b> <i>What we are planning to do</i>	<b>Strategies</b> <i>How are we going to do it?</i>	<b>Anticipated duration</b> <i>How long will it take?</i>
	*Use the vision statement to drive the schools' direction.	*Consult the learning community (BoT, staff, whanau, students) regularly on strategic direction, vision and partnership opportunities.	2017-2019
	*Promote the vision statement to ensure understanding by the learning community (BoT, staff, whanau, students).	*Display the vision statement in each classroom & the hall.  *Referred to during three way interviews, on school website and in newsletters.	2017-2019  2017-2019
	*Complete Chapel Downs Curriculum Delivery Plan.	*Further develop Chapel Downs Curriculum Delivery Plan	2017-2018

# Annual Plan overview for 2017

## Our areas for development

### NAG 1 Teaching and learning programme development

Further refine and embed the Chapel Downs Learner into a school wide Curriculum Delivery Plan based on the revised New Zealand curriculum.

Continue to develop vision of the Chapel Downs Learner and link this with quality teaching practice.

Continue in all curriculum areas, with a focus on meeting / exceeding standards in mathematics and literacy.

Focus on the development of the CD Investigator Inquiry Model –actioned through school wide Discovery Friday lessons.

### NAG 4 Finance

To ensure there are sustained funds to support the strategic direction.

Key focus area-

Reading PD/Resources

- o Nicky Knight
- o Angus McFarlane
- o Carol Mollard
- o Quick Sixty
- o Staffing increase

### NAG 4 Property

Work with MoE to construct two roll growth classrooms.

Proceed with MoE school rebuild programme.

Enviro-Schools initiatives continued –Vegetable Garden and Waste Wise Project.

### NAG 3 Human resources, staffing, professional development and performance management

Continue development of shared vision of the Chapel Downs Learner. Professional development to focus on inquiry and thinking skills.

Support new staff at the school through induction process.

Use Practising Teacher Criteria as part of the school wide performance management system.



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### Priority areas for student achievement

- To raise levels of achievement in Mathematics (see Pg 23 Maths targets)
- To raise levels of achievement in Reading (see Pg 25 reading targets )
- To raise levels of achievement in Writing (see Pg 26 writing targets)

### NAG 5 Health and Safety

To provide a safe physical and emotional learning and working environment.

### NAG 6 Attendance

Monitor student attendance and work with families to support student engagement.

### NAG 2 Review focus and BOT development

Continue to review policies as set in the 'School Docs' review cycle.

Use data analysis to drive forward further school development.

Continue to present clear and valid data to the BOT based on the strategic plan.

Upskill BOT on current practices and governance role.


### School Partnership

Continue to develop school learning partnership through active communication and consultation based on the shared vision of the Chapel Downs Learner including:

- Regular newsletter
- Website
- School Facebook Updates
- Year 5 Marae Visit
- On-line calendar of events
- Survey(Health, student wellbeing Y5/Y6)
- Community meetings-Maths/Reading
- Read Together Workshops
- Staff events
- Parent Workshops
- Meet the teacher evening (Feb)
- Three-Way Conferences (June/Nov)
- Extracurricular activities
- Y0/Y1 Family Connect

# Annual Plan Details for 2017

## Our areas for development

NAG 1			
Target	Action	Delegation (lead in bold)	Analysis of Variance
Mathematics	See Target for details Page 23	<b>Leadership Team</b> SENCO Teaching Team Learning Assistants	Refer- analysis variance –student achievement targets page 16/17
Reading	See Target for details Page 25	<b>Leadership Team</b> SENCO Teaching Team	Refer- analysis variance –student achievement targets page 15
Writing	See Target for details Page 26	<b>Leadership Team</b> SENCO Teaching Team Learning Assistants	Refer- analysis variance –student achievement targets page 18/19
Further refine and embed the CD Learner into a school wide Curriculum Delivery Plan based on the revised New Zealand curriculum.	<p>Staff PD on Chapel Downs Learner Dispositions.</p> <p>Develop rubrics for CD Learner and thinking skills tools. Refine and add Dispositions comment options to report to parents.</p> <p>PD and discussions in team meetings.</p> <p>Continue to communicate the vision/CD learner to the community through a variety of ways. (Meetings, newsletters etc.)</p>	<b>Leadership Team</b> SENCO Teaching Team	<p>Continued to develop Inquiry Investigator cycle has been implemented throughout the school through Discovery Friday. Self review completed at the end of 2017</p> <p>PLD carried out by facilitator -Jan Marie Kellow on thinking skills developed through inquiry</p> <p>Social studies and science topics are now thought through inquiry across the school</p> <p>The investigator model –Ignite, investigate, inform –is further being developed and student progress is reported to parents around the investigator, self manager, communicator and team player dispositions-</p> 
Continue to develop the vision of the CD Learner and link this with quality teaching practice.	As above.	<b>Leadership Team</b>	Working the BoT, students, community and team we developed vision statement – <b>'Achieving together'</b>
Continue to strive for improvement in all curriculum areas, with a focus on meeting / exceeding standards in mathematics and literacy.	<p>Set targets using previous year's data from each cohort. Continue with high expectations.</p> <p>DP, AP and team leaders drive meetings in formative practice in mathematics and literacy to ensure that assessment is utilised to inform practice.</p> <p>Continue to monitor special needs students and provide appropriate support.</p> <p>Run reading workshops for parents of junior students.</p>	<b>Leadership Team</b> SENCO Teaching Team	<p>See targets Page 23-26</p> <p>Analysis of variance</p>
Focus on the continued development of the CD inquiry investigator model – actioned through school wide Discovery Friday lessons	Embed the inquiry learning model and implement inquiry across the school – incorporating thinking skills.	<b>Leadership team</b> Teaching Team	Continued to develop Inquiry Investigator cycle has been implemented throughout the school through Discovery Friday. Self review – leadership for inquiry completed 2018 Appointed Junior and Senior Inquiry Leaders

## NAG 2

Target	Action	Delegation	Analysis of Variance
Continue to review policies as set in the School Docs review cycle.	See School Docs review cycle	<b>Principal</b> Board of Trustees	Chapel Downs Policies and Procedures developed in conjunction with team from 'schools docs' . Ongoing review cycle
Use data and analysis to drive forward further school development.	Use 2016 Analysis of Variance, and assessment data to plan strategically	<b>Principal Leadership Team</b> Board of Trustees	2016 National Standard Achievement data was presented to staff and Bot. Overall comparisons were made with data from Auckland, Otago national standards data. We also compared our Maori, Pasifika and boys and girls data.
Continue to present clear and valid data to the BOT	See review cycle. Regularly report on targets to the board.	<b>Principal</b> Board of Trustees	2016 National Standard Achievement data was presented to staff, ERO and Bot. Overall comparisons were made with data from Auckland, Otago national standards data. We also compared our Maori, Pasifika and boys and girls data.  2017 data trends identified and shared with staff and Bot to help set 2018 achievement targets Analysis of variance
Up skill Board of Trustees on current practices and governance role.	Attend Professional development opportunities to enhance Bot governance role.	<b>Principal</b> <b>Board of Trustees</b>	Bot Chair and one board member attended STA Trustees Conference

## NAG 3

Target	Action	Delegation	Analysis of Variance
Continue development of shared vision and the CD Learner.	Professional development to focus on inquiry and thinking skills. Continue promotion of CD Learner Disposition model with the learning community.	<b>Principal Leadership Team</b> Staff	Continue to develop shared vision statement with Board, community and staff. Completed vision poster version to help align and promotes key vision and goals across the school
Support new staff at the school through induction process.	Continue to run induction days and review induction documentation.	<b>DP/DP</b> Leadership Team	DPs, Lead Teachers and tutor teachers all inducted new staff throughout 2017
Use Practising Teacher Criteria as part of the school wide performance management system.	Use Practising Teacher Criteria in the performance management System and as part of job descriptions.	<b>Principal Leadership Team</b>	The Leadership team worked with consultants to introduce the new RTC and appraised staff throughout the year on personal develop goals and RTC. Teachers were required to produce evidence on RTC criteria. Principal, DPs were assessed against RTC and development goals with by two Contracted outside appraisers. Developed annual appraisal summary

## NAG 4

Target	Action	Delegation	Analysis of Variance
Work with MoE Property division on building - Roll Growth Classroom School Rebuild Programme 2x FYP	Work with MoE	<b>Board of Trustees</b> MoE Arco Group LTD SIMIK Opus	Two new roll growth classroom constructed on site and opened at start of term 4
Accessibility Works – construct new ramps and stairs, install accessibility toilet	Work with MoE	<b>Board of Trustees</b> MoE Arco Group LTD SIMIK Opus	New accessibility toilet installed next to A6 Ramp constructed with safe angle to accommodate wheel chairs in the Y1 area
Disposition welcome posts installed down new pedestrian path	Board funded project	<b>Board of Trustees</b>	Posts installed to define pathway and display school disposition, Kotahitanga, Rangatiratanga, Manaakitanga, Whanaungatanga
Concrete access path installed to Y2/Y3 adventure playground	Board funded project	<b>Board of Trustees</b>	Path installed to gain access down the hill in all weather to the Y2/Y3 Playground .
Enviro-Schools initiatives continued.	Continue school-wide Enviro Programmes Plant vegetable garden Maintain worm farms/Compost	<b>Barry Pearman</b> Enviro Team	Vegetable garden now well established and all produce is shared with the community. Enviro group and classes are working with Barry Pearman to plant maintain and construct compost bins and worm farms.

## NAG 5

Target	Action	Delegation	Analysis of Variance
To provide a safe physical and emotional learning working environment.	Continue to promote and celebrate the shared school's values.  Keeping Ourselves Safe Programme  Life Education Programme	All staff  All staff, Community Education Officer  Life Ed trust	Senior playground repairs completed  Install Autex in B27,B26,B25,B23,B22,A14,A15  Early learning centre-Reclad western gable repair, replace, roof on building extension.  Replace carpet in B26 Replace outdoor deck carpet on ramp near B20  Life Education Caravan Programme run school wide in term 4

## NAG 6

Target	Action	Delegation	Analysis of Variance
Monitor closely Student attendance to help learning	Complete electronic attendance register daily by 9.15 am & 1:55 pm. Refine use of Etap attendance. Continue to develop tracking systems to monitor the attendance of students. Send and receive Txt response for absent students	<b>SENCO, DPs</b> Admin staff, Classroom teachers, DPs SENCO SWiS Truancy Officer (Strive) Community Police	Reported on attendance rates to BOT Term 3 2017  Update procedures implemented aimed at improving attendance across school including- <ul style="list-style-type: none"> <li>Weekly care meeting to monitor and set action plans for attendance</li> <li>Attendance letter sent home regular for students with poor attendance</li> <li>Positive attendance letters posted out after term two to students with excellent attendance</li> <li>Attendance rates reported to parent at T2/T4 Parent Teacher Interviews and on student reports</li> <li>Refer to Strive attendance</li> <li>Work with NZ Police</li> <li>Txt service set up through Etap</li> </ul>



## Analysis of Variance: Target for improving student achievement in READING 2017

**TARGET:** By the end of the year, 18 Year 5 students who were below the Reading National Standard in 2016, will have made more than one year's progress and be at or above the standard at the end of the year. A further 8 Year 5 students who were well below the Reading National Standard in 2016, will have made more than one year's progress at the end of the year.

### **Actions** (what we did)

- Senior leadership and teachers identified and collected data and evidence through the year to monitor the progress and achievement of students in this group against their National Standard.
- Through the inquiry cycle, teachers worked with a colleague to plan targeted instruction to accelerate achievement and progress within the classroom programme.
- All Year 5 teachers had the goal: "By December 2017, I will have used teaching as inquiry to effectively support my identified target students and others to make accelerated progress in Reading." The appraisal discussions and teachers' documents are evidence of their thoughts re progress of students.
- In the Year 5 Group there were 26 students - all 26 students attended daily reading with a specialist reading teacher (5x40mins per week) for two terms, approximately 20 weeks. This was in addition to the regular classroom programme.
- The Deputy Principal observed Year 5 teachers teaching a guided reading lesson in Term 3. These observations were followed by a feedback and feedforward session, with next steps co-constructed.
- Teachers used PAT Reading comprehension, Running Records, and e-asTTle Reading assessments to inform the teaching and learning of their students.

### **Outcomes** (what happened)

- 1 student made accelerated progress to meet their National Standard in Reading (more than 1 years progress)
- 1 student made accelerated progress to move from Well Below to Below the National Standard in Reading (more than 1 years progress)
- 20 students made a year's progress (7 students WB -> WB and 14 students B -> B)
- 2 students made limited progress (less than 1 years progress)
- 2 students left during the year

### **Reasons for the variance** (why did it happen?)

- 14 students made a year's progress (Below - Below) although they didn't make accelerated progress. However by the end of 2017 at least five of these students were working just one reading level below the expectation, so should meet their next end of year National Standard.
- Attendance was an issue for a number of students. One Year 5 target child had 55 days absence across the year despite Strive and SWiS interventions. A further eight children in the target group had significant absences ranging from 21-33 days absence across the year.
- All of the 26 target students were receiving reading instruction twice a day for two terms - with their classroom teacher and with a specialist reading teacher. Half of these children were working with the specialist teacher in Terms 1 & 2 and the other half worked with the specialist teacher in Terms 3 & 4.

### **Evaluation** (where to next?)

- Students from this target group will continue to be monitored to support them to work towards meeting the expected reading level by the end of the year.
- The Reading Specialist Teacher is retiring at the end of the 2017 school year.
- The Teacher Aide learning support groups will continue across Years 4-6 in 2018.
- Teachers will continue to have professional discussions around reading and we will continue to build our reading comprehension resources.

## **Analysis of Variance: Target for improving student achievement in MATHS 2017** **Year**

TARGET: 50 students (including 3 Maori and 32 Pasifika) who were at the Maths National Standard after 1 year at school in 2016, and who have their anniversary after May 2017, will be at or above the after 2 year National Standard in Maths in 2017.

***We need these students to be at Stage 4 middle or end after 2 years to reasonably expect that they will meet their after 3 year NS in 2018. Historically our testing/reviews show that basic facts knowledge is a hindrance to achieving this.***

### **Actions (what we did)**

- Once this target was decided, using data from 2016, it was shared with teachers in the junior syndicate.
- Senior leadership and teachers identified and collected data and evidence through 2017 to monitor the progress and achievement of students in this group against their National Standard. (Teachers of Year 3 students also did so with other target groups in their rooms).
- Teachers had the goal: "By December, I have used teaching as inquiry to effectively support my identified target students to make accelerated progress in Maths". This was part of the appraisal process.
- Year 2 (and 3) teachers met early in the year to start their inquiries and discuss how to progress when data showed that basic fact and place value knowledge were barriers to students making accelerated progress. Question asked were eg. "Why are they not learning?" "Do teachers have the understanding required?"
- Teachers decided to work through the inquiry cycle, as a Year 2 team to plan targeted instruction to accelerate achievement and progress within the classroom programme. They met at least twice a term to discuss and record progress and next steps for particular students.
- We looked at the Number Framework again and discussed the order of teaching basic facts.
- With the Junior School lead teacher for Maths, Year 2 and 3 teachers revisited an interactive powerpoint on the NZ Maths website. (Year 1 teachers met to discuss the effectiveness of their independent Maths activities).
- In term 1 some teachers were able to attend and report back on some after school PLD with Bina Kachwalla from Inquiry Learning Ltd. The sessions were on teaching basic facts and place value.
- Some teachers attended the PMA day on Saturday 25 March 2017. This is regular PD for us.
- The DP and the Maths lead teacher looked again at the basic facts testing sheets and discussed with teachers how best to use these and if they needed to be adapted.
- Target students worked in small groups with an LA, who regularly met with the teachers re tasks and progress.
- Junior syndicate teachers read and discussed at a meeting, van de Walle's reading 'Helping Children Master the Basic Facts'.
- Junior syndicate teachers attended professional development session 'Learning Basic Facts in Maths' facilitated by Dr Nicky Knight.
- Lead teacher of Maths collected and analysed Maths wedge graphs twice a term this year, instead of once a term.
- Lead teacher trialed and then purchased some Pearson Mathematics independent Activity Cards for use with Year 2 and 3 students. This resource has proved valuable and after good feedback from teachers we will purchase more sets this year.

### **Outcomes (what happened)**

- 1 student made accelerated progress to be Above their National Standard in Maths
- 16 students made a year's progress ( from Stage 2 / 3 to Stage 4 middle or end)
- 23 students made some progress to the beginning of Stage 4. However by the end of 2017, 6 of these students were working at Stage 4m
- 6 students made limited progress and were below the NS

- 2 of the 3 Maori students made a year's progress and 1 student was below the NS  
(4 students left during the year)

**Reasons for the variance (why did it happen?)**

- 4 of the 6 students who were below the NS were in a class that because of unforeseen circumstances had 3 teachers during 2017. 2 of these students had more than 20 days absent from school and 1 of them has been referred to RTLB for learning.
- One of the students had RTLB support for learning and behaviour throughout 2017 and another has been granted TKA Tier1 status for 2018.
- Of the students who were at 4b on their anniversary 1 had 36 days away, 4 had over 20 days away and 3 had between 15-20 days away so this made quite a dent in their instructional Maths lessons. 1 student was on the LLI programme
- All target students benefitted from small group work with a learning assistant in Terms 1 and 2
- The inquiry by the year 2 teachers into the teaching of basic facts certainly benefitted target students and others and the teachers as well.
- In some cases students had more ownership of what they needed to learn and why, which helped progress

**Evaluation (where to next?)**

- The Maths Lead Teacher and the junior team will continue to identify how the current basic facts classroom programme can be improved. The Year 3 teachers in 2018 are trying a different strategy/order of learning the basic facts which they trialled with their students at the end of 2017. This will be shared with the Year 2 teachers
- Students from this 2017 target group will continue to be monitored to support them meet Stage 5 or above by the end of Year 3 (2018)  
This is a challenge for some students, particularly if their basic facts knowledge is not strong
- The 1 student who was above the NS will be supported so that he continues to make accelerated progress
- Emphasis on place value and basic facts learning to support students with in-class strategy work will always be a focus from Year 1 onwards
- The 1 student who was above the NS will be supported so that he continues to make accelerated progress

## Analysis of Variance: Target for improving student achievement in WRITING 2017 Year 4

**TARGET:** By the end of the year, 55 Maori & Pasifika students who were At the Writing National Standard after 3 years at school in 2016, will be At or Above the end of Year 4 National Standard in Writing in 2017.

### Actions (what we did)

- Senior leadership and teachers identified and collected data and evidence through the year to monitor the progress and achievement of students in this group against their National Standard. This was entered in a Year 4 class inquiry document started in Term 1 and includes levels, attendance, reflections, and next steps. This document was updated at the end of each term.
- Through the inquiry cycle, teachers worked with a colleague to plan targeted instruction to accelerate achievement and progress within the classroom programme.
- All Year 4 teachers had the goal: "By December 2017, I will have used teaching as inquiry to effectively support my identified target students and others to make accelerated progress in Writing." The appraisal discussions and teachers' documents are evidence of their thoughts re progress of students.
- The Deputy Principal observed Year 4 teachers teaching a guided writing lesson in Term 3. These observations were followed by a feedback and feedforward session, with next steps co-constructed.
- Year 4 Teachers were given professional development related to writing and class groups for writing. This was facilitated by Dr Nicky Knight.
- At syndicate meetings each term all teachers involved discussed students' writing challenges and their own challenges around how to overcome these. We then discussed strategies others had tried and/or had found worked, to move students on with their writing.

### Outcomes (what happened)

- 2 students made accelerated progress (At to Above NS). Both of these students are Pasifika, one male and one female.
- 33 students made a year's progress (At to At NS)
- 16 students made less than expected progress (At to Below NS)
- 2 students left during the year.
- 4 out of the 5 Maori students made a years progress to be At the Writing Standard at the end of Year 4

### Reasons for the variance (why did it happen?)

- Teachers have high expectations of themselves and their students.
- Our monitoring processes and collegial support are strong.
- Several children within the target group had significant absences - these were of 20-30+ days

### Evaluation (where to next?)

- Teachers of the students in Year 5 in 2018 will continue to monitor and use the inquiry process so that these students and all others continue to progress.
- Whole school PLD focus on writing in 2018 with Dr Nicky Knight
- We will continue to have high expectations, to build positive caring relationships with our students and their whanau and give rich experiences to develop confidence so that students will progress and achieve at or above expected levels.

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