

Analysis of Variance Reporting



School Name:	St Ignatius Catholic School	School Number:	1490
Strategic Aim:	<p>To provide a learning culture that enables all children to continuously develop to excel.</p> <p>Continue to empower our children to take ownership of their learning in order to achieve academic improvement Use evidence-based practice to inform teaching to raise the levels of achievement in mathematics for all learners, being guided by the Ka Hikitia strategy for all Maori and Pasifika Education Plan for all learners.</p>		
Annual Aim:	<p>Focus: Mathematics 2018 To raise achievement in Mathematics for the identified group of students in Years 4 and 5 who were assessed in relation to National Standards as achieving BELOW National Standards for Mathematics in 2017.</p> <p>Focus: English Reading 2018 To raise achievement in English reading for the identified group of children in Year 2 and Year 5 who were assessed in relation to National Standards as achieving BELOW National Standards for Reading 2017.</p>		
Target 1:	Aim: Mathematics - These children will make progress of at least 2 sub stages in GLoSS.		
Target 2:	Aim: English-Reading - These children will achieve at least 1 years progress.		
Baseline Data:	<p>Analysis of 2017 NS data identified</p> <ul style="list-style-type: none"> ○ 10.7% of Year 3 learners and 16.7% of Year 4 learners, were achieving BELOW the National Standard for Mathematics ○ 16% of year 1 learners and 10% of Year 4 learners, were achieving BELOW the National Standard for Reading 		

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>Mathematics</p> <ul style="list-style-type: none"> • Maths PLD with external facilitator on Problem Solving Mathematics. • Children’s progress tracked using: <ul style="list-style-type: none"> ○ Formative Assessment: GLOSS and PAT assessment ○ Qualitative data Observations Anecdotal evidence <p>Overall Teacher Judgements formed in relation to NZ Curriculum Levels.</p> <ul style="list-style-type: none"> ○ PLD on Teaching as Inquiry ○ Development and use of Spirals of Inquiry model within appraisal system. ○ Appointed a Maths Lead teacher (receiving a management unit) 	<p>Comparison with 2017 Maths baseline data</p> <p>Current Y4 Cohort</p> <ul style="list-style-type: none"> • end of 2016 20.7% BELOW National Standard • end of 2017 10.7% BELOW National Standard ○ end of 2018 3% working towards Curriculum Level 2 <p>Current Y5 Cohort</p> <ul style="list-style-type: none"> • end of 2016 20.8% BELOW • end of 2017 16.3% BELOW ○ end of 2018 14 %working towards Curriculum Level 3 <p>This Year 5 target group has continued to be tracked closely with GLoSS as an assessment. *expectation end of Year 5 is Early Stage 6 (E6)</p> <p>Student 1 2017 Stage 4 2018 Stage E5</p> <p>Student 2 2017 Stage 5 2018 Stage E6</p> <p>Student 3 2017 Stage 4</p>	<p>Although all learners in both target groups made positive gains in progress, it is hard to compare National Standards results with New Zealand Curriculum results.</p> <p>The Maths PLD undertaken across all year levels has provided a change in pedagogy from teacher driven lessons, to collaborative problem solving learning in flexible learning groups.</p> <p>The BOT funded people resource means that teacher-student ratio is good and children can be targeted effectively.</p> <p>We continue to be challenged with overseas trained teachers unfamiliar with the New Zealand Curriculum. PLD and mentoring has been required in this area. Pedagogy in flexible learning spaces and communities continues to develop.</p> <p>Employment:</p> <ul style="list-style-type: none"> • New team leaders • Resignation of staff member Term 4. • Part time teachers not available for PLD • Job sharing 	<p>Strengthen evaluation capacity to sustain improvement</p> <p>Build children’s sense of agency in decision making about their learning</p> <p>Continue to develop learning focused partnerships with parents/whānau.</p> <p>Continue with Maths PLD with external facilitator</p> <p>PLD in teaching as Inquiry to be integrated in the Maths PLD (Same facilitator)</p> <p>PLD in Learning Frameworks and PaCT</p> <p>Deepen understanding of data analysis and effective responses</p> <p>Provide authentic & meaningful opportunities / rich problem solving experiences.</p> <p>Re-structure of Learning Communities to reflect Curriculum levels, to provide more direction for teachers in planning and using of NZC Learning Objectives.</p> <p>Continued tracking of Year 5 target group</p>

<p>Literacy</p> <p>PLD with 2 teachers in Accelerated Learning in Literacy (ALL) with a focus on Reading. Year 2 target group Year 5 target group</p>	<p>2018 Stage E5 Student 4 2017 Stage 5 2018 Stage E6 Student 5 2017 Stage E5 2018 Stage 5 Student 6 2017 Stage 5 2018 Stage E6</p> <p style="text-align: center;"><u>Year 2 Target group</u></p> <p>Student 1 T2 2018 Reading Level: <i>Level 8</i> T4 2018 Reading Level: <i>Level 16</i> Student 2 T2 2018 Reading Level: <i>Level 10</i> T4 2018 Reading Level: <i>Level 16</i> Student 3 T2 2018 Reading Level: <i>Level 8</i> T4 2018 Reading Level: <i>Level 16</i> Student 4 T2 2018 Reading Level: <i>Level 10</i> T4 2018 Reading Level: <i>Level 16</i> Student 5 T2 2018 Reading Level: <i>Level 10</i> T4 2018 Reading Level: <i>Level 15</i> Student 6</p>	<p>ALL focus learning groups with targeted learners. Release time for teacher planning and reflection for teaching as inquiry.</p> <p>PLD with external facilitators Workshops with colleagues involved in the ALL programme in the cluster-sharing of expertise and learning.</p> <p>Year 2 focused learning time with teacher Year 5 focused learning time with teacher</p>	<p>Raise the profile of target learners as a shared teaching responsibility including more SENCO involvement Ensure frequent communication with parents of progress and specific actions for them to support</p> <p>Social/flexible learning groups (<i>research referenced</i>)</p> <p>Work shop model for learners</p> <p>Continued participation in Maths cluster workshopping</p> <p>Continued BOT funding to employ Learning Assistants & Learning Support teachers</p> <p>PLD continued to be shared across the school with implementation of reciprocal reading in Years 3-6.</p>
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<p>PLD in Positive Behaviour for Learning</p>	<p>T2 2018 Reading Level: <i>Level 8</i> T4 2018 Reading Level: <i>Level 14</i></p> <p>Note: NZC level 1 reading levels range from level 1 – level 20. Expected standard after 2 years of school is 17- 18. Students moving from Level 8 to level 16 have made excellent progress</p> <p style="text-align: center;"><u>Year 5 Target group</u></p> <p>Student 1 Age: as at T4 T2 2018 Reading Age: <i>7.5-8.5 Years</i> T4 2018 Reading Age: <i>9-10 Years</i></p> <p>Student 2 Age: as at T4 T2 2018 Reading Age: <i>7-8 Years</i> T4 2018 Reading Age: <i>9-10 Years</i></p> <p>Student 3 Age: as at T4 T2 2018 Reading Age: <i>7.5-8.5 Years</i> T4 2018 Reading Age: <i>9.5-10.5 Years</i></p> <p>Student 4 Age: as at T4 T2 2018 Reading Age: <i>7.5-8.5 Years</i> T4 2018 Reading Age: <i>9-10 Years</i></p> <p>Student 5 Age: as at T4 T2 2018 Reading Age: <i>8-9 Years</i> T4 2018 Reading Age: <i>10-11 Years</i></p> <p>Student 6 Age: as at T4 T2 2018 Reading Age: <i>7.5-8.5 Years</i> T4 2018 Reading Age: <i>9.5-10.5 Years</i></p> <p>Note: Children learning at NZC level 3 should have a reading age of at least 10.0</p> <p>Development of Growing Self Responsibility Guide (GSRG) for school wide use. This has an emphasis on</p>	<p>Year 5 implementation of Reciprocal reading programme across the Learning Community.</p> <p>There was a need for consistent messages of expectation across the school.</p>	<p>Continued use of GSRG</p>
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	<ul style="list-style-type: none"> ○ building relationships with students ○ promoting whanau like context in learning spaces ○ Shared high expectations across the school ○ constructing boundaries and systems with students based on expectations <p>Empowerment of teachers to implement GSRG school wide.</p> <p>Student agency promoted through</p> <ul style="list-style-type: none"> ○ Must Do/Can do model ○ Workshops ○ Teacher/student conferences ○ Student/Parent conferences 	<p>High expectations of behaviour and learning across the school.</p>	<p>Student agency continue to be developed with PLD. Student driven goal setting for learning developed.</p>
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Planning for next year:

PLD in Maths with external facilitator
 Teaching as Inquiry and collaborative inquiry integrated with Maths PLD
 Continued strengthening of Positive Behaviour for Learning model through the Growing Self Responsibility Guide (GSRG)
 PLD in Learning Framework and PaCT tools