

Analysis of Variance Reporting 2022

School name: Waituna Creek

School number: 3579

Focus: Literacy: Writing and Reading

Strategic Aim: All students are able to access the New Zealand Curriculum as evidenced by achievement against NZC achievement objectives.

Annual Aim: To increase the number of students achieving at or above their curriculum level for writing and reading to 85% across the school.

Target:

- All Year 1-7 students who are achieving below their curriculum level in literacy at the end of 2021 will make more than one years progress in relation to the Reading and Writing Progressions by the end of 2022.

Baseline Data:

Analysis of school wide data at the end of 2021 identified ongoing concerns in literacy.

READING: Well below: boys (5) 23.8%

Below: boys (2) 9.5 %

7/21 boys are reading below their curriculum level.

WRITING: Well below: boys (5) 23.8%

Below: boys (3) 14.2 % girls (1) 7.1%

8/21 boys are writing below their curriculum level.

Analysis of data indicates:

- Boys achievement is below girls - 33.4% of boys well below or below their reading curriculum level vs 0% girls and 38% of boys well below or below their writing curriculum level vs 7.1% of girls.
- Students achieving below their curriculum level is spread over most Year levels
 Reading: Well below - Years 1,2,4,6 Below - Years 1,5
 Writing: Well below - Years 1,4,6 Below - Years 2,4,5,7,8
- Achievement of the girls is a marked contrast to the boys achievement : 14/14 girls achieve at or above in reading and 13/14 girls are achieving at or above in writing whereas 13/21 boys achieve at or above in reading and 13/21 boys are achieving at or above in writing.
- Teachers have noted a particular weakness in spelling and punctuation when writing.
- Specific goal setting is required for all students so next steps are clear and monitored regularly.
- Teachers focus on daily teaching of reading with emphasis on comprehension and mileage.
- Teachers focus on daily teaching of writing to improve the students' understanding of the purpose for writing and associated structures related to these purposes and to improve spelling levels and punctuation.

Actions What did we do?	Outcomes What Happened?	Reasons for the Variance Why did it happen?	Evaluation Where to next?
<ul style="list-style-type: none"> - Reviewed all existing documentation. - Assessed whole school at least three times during the year (Feb/March, June and Sept/Oct) using Probe, 	<p>The 2021 targets of 85% students at or above in reading and writing were not achieved.</p> <p>There was no shift in reading with 80% achieving at or above in spite of IEPs to</p>	<p>Due to the Kahui Ako's focus for the past two years being maths, Professional Development was centred on achieving gains in maths which did achieve its target.</p> <p>Teachers lacked an overall</p>	<ul style="list-style-type: none"> - Explicit teaching of strategies to support student understanding of writing genres and features. - Ongoing Professional Development for all staff

<p>Benchmarks, PAT's, Star, AsTTle/Exemplars, OTJ's.</p> <ul style="list-style-type: none"> - Identify by testing, set and monitor target groups (below and well below) regularly. - Teacher aide's time focused on identified students. - Reading Recovery Programme. - IEP's for specific students with learning needs. 	<p>specifically targeting their learning needs, intensive reading interventions strategies, extra teacher aide time, reading recovery and best practice in class. There was a small shift of 7.5% students moving from below to at and above in writing in 2021 however we still did not meet our target of 85%. Our results in writing were 74.2% at or above.</p> <p>Overall, the teachers recognise that the students in the below and well below categories are making small gains in their literacy that may not result in significant shifts of levels over one year but should progress to 'At' over a significantly longer time frame. Parents are kept informed of the target students' progress regularly.</p>	<p>school writing overview to ensure all writing genres are covered over the year. Lockdowns due to the COVID virus interrupting the students' learning. Many of our parents did not engage with online or home learning so the students didn't make the expected progress.</p>	<p>including focused staff meeting sessions, guidance and resources from the Learning Support Coordinator.</p> <ul style="list-style-type: none"> - Regular monitoring, reviewing and discussions on students' progress and the success of the interventions. - Schoolwide literacy overview to ensure coverage of all genres - Daily literacy timetable.
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Planning for next year:

Develop a teaching programme for the target group with RLit providing extra classroom support.

Extra teacher aide's time focused on identified students.

Child speak checklists of reading and writing progressions to ensure student engagement in developing their learning goals.

Regular P.D at staff meetings developing self reflection.

Daily explicit literacy teaching.

Teacher support from Learning Support Coordinator, RLit to improve knowledge and understanding.

Assessing, monitoring and planning discussions with staff to develop cohesive schoolwide guidelines of literacy teaching.