



# Analysis of variance reporting

<b>School name:</b> Morrinsville School	<b>School number:</b> 1834
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<b>Focus:</b> Literacy: Reading and Writing
<b>Strategic Aim:</b> That all children are able to access the NZ Curriculum as evidenced by Achievements in National Standards.
<b>Annual Aim:</b> To improve the Achievement Levels in the National Standards for Reading and Writing.
<b>Target:</b> To improve the Achievement level of all children who were identified in the cohort of children achieving below the National Standards for Reading and Writing and thus raise overall levels of achievement in these Standards.
<b>Baseline data:</b> The National Standards data at the end of 2014 indicated that 32 children (18%) were in the category below the standard for Reading and 44 children (24%) were in the category Below the Standard for Writing.

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Each classroom teacher identified the particular children who were in the overall target group and who at the beginning of the year were in their classrooms.</p> <p>Each teacher worked with their Team Leader and Senior Teacher of Literacy in identifying a teaching programme for their target group.</p> <p>Each teacher was provided in-class support and completed PD based around teaching strategies and group practice.</p>	<p><b>Data Analysis Reading:</b> 32 children were listed 'Below the National Standard in Reading as at November 2014. (Note: these children were tracked in their new classrooms by their new teacher in 2015.) As at 30 November 2015 of these children (32): 8 students were listed as At the National Standard. 18 students were listed as Below the Standard The remainder were listed as left school or with an incomplete year. In addition 7 children listed as Well Below (2014) progressed to achieving Below in 2015 and 2 children listed Well Below progressed to At in 2015.</p>	<p>Improvements occurred as a result of:</p> <ul style="list-style-type: none"> <li>. The combined efforts across both teams of teachers.</li> <li>. The additional support provided to teachers.</li> <li>. The in-house Literacy PD over the school year.</li> <li>. The collaborative activity of teachers in sharing ongoing results.</li> </ul>	<p>The school is continuing with this strategic response focusing on the 2015 cohort Below the National Standards in Reading and Writing, In addition all the teaching staff will be involved in a PLD Literacy programme in 2016 with one of its outcomes being to significantly raise the achievement of this target group (MOE PLD with external facilitator).</p>

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<p>The target children's ongoing progress was micro managed with small steps of progress identified, noted and celebrated.</p> <p>Children were shown how to recognise what they had learned at this micro level, i.e. children's small gains were explained and shared.</p> <p>Teachers were able to report this progress at staff meetings and team meetings.</p> <p>Team Leaders reported to the Board mid year and at the end of the year around these gains in the Target Group made.</p>	<p><b>Data Analysis Writing:</b> 44 children were listed as Below the National Standard in Writing as at November 2014. (Note: these children were tracked in their new classrooms by their new teacher in 2015).</p> <p>As at 30 November 2015 of these children (44); 14 students were listed as At the National Standard.</p> <p>15 students were listed as Below the Standard The remainder were listed as left school or with an incomplete year.</p> <p>In addition 2 children listed as Well Below (2014) progressed to achieving At in 2015.</p> <p><b>Commentary:</b> Many of these children, particularly the older ones learned to recognise that they were learning and making progress and could identify some of the things that were making it easier for them to achieve in either the Reading or the Writing.</p> <p>Small gains were recognised as significant gains when working with these children.</p> <p>Parents received strongly positive reports and achievement levels.</p> <p>It was recognised as the year progressed that while the initial expectation was to see significant gains which would move the children from the 'Below' category to the 'At' category did not occur. The children's progress in most cases was at a slower pace. Notwithstanding that, teachers came to realise that progress was occurring and that in time the children would achieve 'At' the standard</p>	<p>Teachers over a period of time were establishing clearer guidelines for monitoring their practice and pedagogy of reading and writing across the school. This increased their confidence in their ability to effect success for the children.</p> <p>The Senior Leadership Team established a review and monitoring structure to mentor and support the classroom teachers.</p> <p>The staff focused on improving their understanding of OTJs and forming criteria to help identify student who were struggling at Reading and Writing.</p> <p>The School Literacy Leader provided staff PD to support teachers improving their knowledge and understanding around next steps particularly in writing development and in assisting teachers to increase children's ability to recognise some of their own learning goals in both reading and writing.</p> <p>The BOT budgeted for in-house Lead Teacher 0.2 to 0.4 to support this ongoing programme.</p>	
<p><b>Planning for next year:</b></p> <ol style="list-style-type: none"> <li>1. PLD (MOE) Literacy: Reading and Writing with external facilitator with a goal of improving children's competencies in Literacy.</li> <li>2. Improving and developing strategies to assist children reach the 2016 achievement target.</li> <li>3. Improve whole school moderation around OTJs for Reading, Writing and Mathematics.</li> </ol>			