

Analysis of Variance Reporting



School Name:	Leabank School (Maths)	School Number:	1339
Strategic Aim:	<i>All students are able to access the New Zealand Curriculum as evidenced by achievement against curriculum levels.</i>		
Annual Aim:	<i>To increase the number of students achieving at or above the expected curriculum level in Mathematics.</i>		
Target:	<i>The group of year 6 students achieving below the expected curriculum level for Mathematics.</i>		
Baseline Data:	<i>25 Year 5 students were achieving at Curriculum Level 2 at the end of 2019 and need to make accelerated progress to be working at 3 by the end of this year.</i>		

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>
<ul style="list-style-type: none"> • End of year 2019 analysis of data where target students have been identified is shared with whole staff. • Review assessment data of students who are below and apply to support agencies to assist with students learning if necessary. • Spring into Maths daily to raise children's mathematical knowledge. • Assessment of current attainment levels of individual students to be completed. E.g. Maths E-asttle and PAT Numeracy level testing. • Team achievement meetings where teachers can discuss and analyse ways to enhance the students learning and plan for the students' needs and next steps. • Evaluate progress at the end of term 2. (Make adjustments planned actions if necessary) • Hand-out provided to target group parents on how they can help their child(ren) at home in maths. • Teachers/senior managers to contact target students' parents to ensure they attend 3-way conferences. • Student Voice collected to find out what they know about their next steps and learning needs. • Contact to be made with target student's parents to ensure their child attends school regularly. • Close monitoring of target students by Associate Principals, classroom teacher, expert teachers and principal. 	<ul style="list-style-type: none"> • Total of students – 22 • At or above – 6 • Left – 3 • Not reached expectation – 13 	<ul style="list-style-type: none"> • Average attendance rate 87% for all students. • Students who have reached or are above attendance rate 90%. • Students who have not reached expectation – Attendance rate 82%. • These students have been withdrawn terms 1-4 for 20 minutes daily. This programme was introduced by the RTLB in 2019. The teacher aides are highly trained and deliver the programme with expertise. • Consistency of the delivery has obviously impacted on the students learning. Many students did not access to the internet in Lockdown 4 and 3 so therefore regressed in their learning. • Students that did have access to their teacher using Zoom, google classroom, study ladder and other programmes continued to make the progress so that they met expectation. 	<ul style="list-style-type: none"> •

- Visual display of students' achievement that tracks target students' progress.

Planning for next year:

Analysis of Variance Reporting



School Name:	Leabank School (Reading)	School Number:	1339
Strategic Aim:	<i>To raise student achievement in mathematics</i>		
Annual Aim:	<i>All students are able to access the New Zealand Curriculum as evidence by achievement against curriculum levels.</i>		
Target:	<i>To increase the students to achieving at or above the expected curriculum level in reading.</i>		
Baseline Data:	<i>The group of Year 3 students achieving below the expected level for reading (40 students). Our baseline data identified some concerns with need accelerated progress to meet end of Year 3.</i>		

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>
<ul style="list-style-type: none"> • Review assessment data of students who are below and apply to support agencies to assist with students learning if necessary. • Student self-assessment collected to find out how students feel about their learning. • Experienced teacher aides to withdraw and work with students daily in terms 1-3 under the guidance of the classroom teacher and syndicate leader. • Assessment of current attainment levels of individual students to be completed. E.g. Running Records, Burt, letter/blend knowledge and concepts about print. • Running records carried out at least once a term. • Evaluate progress at the end of term 2. (Make adjustments planned actions if necessary) • Team achievement meetings where classroom teachers can meet to discuss and analyse data in ways to enhance the students learning and plan for the next steps. • Hand-out provided to target group parents on how they can help their child(ren) at home in reading. • Teachers/Senior managers to contact target students' parents to ensure they attend 3-way conferences. • Contact made with target students' parents to ensure their child attends school regularly 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Cross grouping will continue in 2021 • The Yolanda Soryal programme will be implemented and modified to meet the needs of our learners. • Reading Together is planned for 2021

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| <ul style="list-style-type: none">• Close monitoring of target students by Associate Principals, classroom teacher, expert teachers and principal.• Visual display of student achievement that tracks target students' progress. | | | |
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Planning for next year:			

Analysis of Variance Reporting



School Name:	Leabank School (Writing)	School Number:	1339
Strategic Aim:	<i>All students are able to access the New Zealand Curriculum as evidenced by achievement against curriculum levels.</i>		
Annual Aim:	<i>To increase the number of students achieving at or above the expected curriculum level in writing.</i>		
Target:	<i>To have at least 75% of year 2 students achieving at expectation by the end of the year.</i>		
Baseline Data:	<i>All students were achieving at expectation but this year is always the case in Year 1 and normally drops away dramatically in year 2.</i>		

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>
<ul style="list-style-type: none"> • End of year 2019 analysis of data where target students have been identified is shared with whole staff and year 2 teachers especially. • Review assessment data of students who are below and apply to support agencies to assist with students learning if necessary. • Staff to work with external facilitators from Auckland University. • Planned co-teaching and observations with Auckland University facilitator with individual teachers. • Facilitator and senior management will carry out practice analysis conversations with individual classroom teachers. • Collegial observations with other colleagues to discuss teacher practice. • Close contact will be maintained to ensure parents and whanau are aware of their child's needs and planned actions to improve achievement. • Regular team achievement meetings will be held to discuss assessments, next steps in learning and progress being made which will also be shared with whanau. • Every class has an experienced teacher aide to support children during writing 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Planning for next year:			