

Te Horo School Analysis of Variance For the year ended 31 December 2021



Achievement Target 1

Target - Y1-8 students will have current visible learning goals in writing that are reflected upon regularly.

Indicator - Y1-8 students will be able to articulate what they are learning to do in writing and what they will need to do to be successful.

Outcome

This target was achieved.

Evidence

Observations during 2021 showed that:

- Year 7&8 used current visible goals in their books. The students could find these and articulate what they were learning to do. They were working on articulating what they needed to do to achieve their goals. Teachers worked on actively using reflection on goals as part of the regular writing programme.
- Year 5&6 had group/class goals which were visible in the classroom, and most students could articulate their goals. Before starting writing students reviewed their goals individually and during buddy reviewing.
- Year 3&4 had current goals visible in their books. They flipped these up and read them before writing. Reflection also occurs as part of sharing time.
- Year 1&2 had current goals visible in their books, and they referred to them when they were writing and as a check/reflection tool. These were reviewed with the children regularly. Students were able to find these and articulate what they were learning to do. They also worked on articulating what they needed to do to achieve their goals. Teachers worked on actively using reflection on goals as part of the regular writing programme.

Reasons For Variance

N/A

Strategies that worked well:

- Target students identified earlier in the year and goals were set with these students based on the UDL framework
- Group goals were present via grouping of students for instruction based on a similar writing level or need
- Use of Te Horo School Literacy Hub - based on literacy goals
- Use of exemplars to provide models of good writing to analyse what 'good writers' do
- Use of Murray Gadd Literacy Professional Development programme
- Prioritised Writing learning times in the classroom so that students wrote in prime times of the day and 4-5 times a week
- Involvement in Universal Design for Learning Professional Development and application of learning

- Two formal observations throughout the year; one by senior leadership and one by UDL facilitator. These observations included interviews and student voice; students were asked about what they were learning to do, what they would need to do to be successful and if they could refer to their goals if necessary. A majority of students were able to articulate what their writing goals were
- The students formally reflected on their writing goals as part of the reporting process, both in the mid year cycle and end of year.

Where to next?

- Continue to monitor that writing goals are visible across the school and being used by the students on a regular basis.

Next target?

- To be developed by Senior Leadership team once the permanent principal is on staff in Term Two.

Achievement Target 2

Target - To reduce the disparity in achievement patterns for Year 1 – 8 Māori in Writing and Mathematics.
Indicator - The disparity in Māori and Non-Māori achievement is reduced by at least 5%

Outcomes

Writing Ethnicity

End of Year Writing 2021	Māori	Non-Māori	Disparity (Māori compared to non Māori)
Not Yet Met	20%	25%	5% (Māori performing better) Please see statement below
Met	70%	55%	
Beyond	10%	20%	

80% of Maori students are achieving at or above in Writing, compared to 75% of Non-Maori students. For our Maori students, this is an improvement of 14.6% from 2020.

20% of Maori students are not yet meeting in Writing, compared to 25% of Non-Maori students. For our Maori students, this is an improvement of 14.6% from 2020.

End of Year Writing 2020	Māori	Non-Māori
Not Yet Met	34.6%	27.8%

Met	65.4%	55.2%
Beyond		17.0%

Maths Ethnicity

End of Year Maths 2021	Māori	Non-Māori	Disparity (Māori compared to non Māori)
Not Yet Met	10%	19%	9% (Māori performing better) Please see statement below
Met	40%	44%	
Beyond	50%	37%	

90% of Maori students are achieving at or above in Mathematics, compared to 81% of Non-Maori students. For our Maori students, this is an improvement of 20.8% from 2020.

10% of Maori students are not yet meeting in Mathematics, compared to 19% of Non-Maori students. For our Maori students, this is an improvement of 20.8% from 2020.

End of Year Maths 2020	Māori	Non-Māori
Not Yet Met	30.8%	26.8%
Met	65.4%	45.4%
Beyond	3.8%	27.8%

Outcome

This target was achieved in Writing (5%), and in Mathematics (9%).

Reasons For Variance

N/A

Strategies that worked well:

WRITING

- Play based learning to provide real life experiences, contexts and motivation for Writing
- Reading Recovery interventions

- All of our Maori students (regardless of achievement) were identified target students early in the year and specific teaching strategies identified to try to accelerate students' progress
- Grouping of students for instruction based on a similar writing level or need
- Lucid dyslexia screening tool – used to screen students of concern and identify strategies to help
- Teachers engaged in Tātaiako Cultural Competencies and Universal Design for Learning Professional Development
- The same visual scaffolds were used across the Junior classes throughout the year
- More visual prompts and resources on display in classrooms across the school
- Te Reo Maori and Tikanga Maori an integral part of our teaching and learning programmes
- Individualised letter/sound alphabet card in Y1&2
- Review of spelling and language development programme in Y7&8
- STEPS Literacy intervention programme accounts set up for 20 students
- Use of Te Horo School Literacy Hub
- Use of exemplars to analyse what 'good writers' do
- Moderation across the school and in teams prior to parent reporting
- Use of Murray Gadd Literacy Professional Development programme
- Prioritise Writing learning times in the classroom so that students wrote in prime times of the day and 4-5 times a week
- Data to be unpacked with teachers - a thorough analysis of our Maori students achievement, strengths and next learning steps
- Application of Tātaiako Cultural Competencies professional learning
- Involvement in Universal Design for Learning Professional Development and application of learning
- Resources currently available in the school are maximised, particularly the Te Horo School Literacy Learning Hub (which includes Maori contexts)
- Explore the option of flexible groupings based on common instructional needs versus 'whole class' instruction
- Attendance reviewed frequently and regular communication with Maori whanau
- Collaborative activities where appropriate

MATHEMATICS

- Play based learning to provide real life experiences, contexts and motivations for Maths
- Rich tasks used on a regular basis, including those with Maori context
- All of our Maori students (regardless of achievement) were identified target students early in the year and specific teaching strategies identified to try to accelerate students' progress
- Teachers engaged in Tātaiako Cultural Competencies and Universal Design for Learning Professional Development
- Y7&8 Collaborative Maths Programme
- Use of the Te Horo School Maths Hub
- Moderation across the school and in teams prior to parent reporting
- Targeted Maths Intervention Groups happening in Y7&8, Y5&6, and Y3&4 - this included Maori students
- Prioritised Maths learning times in the classroom so that students learnt in prime times of the day and 4-5 times a week

- Data unpacked with teachers - a thorough analysis of our Maori students achievement, strengths and next learning steps
- Resources currently available in the school are maximised, particularly the Te Horo School Maths Learning Hub, which has a Maori context
- Use of the “Targeted Maths Programme” to target knowledge building needed for specific Maori students beyond those already involved
- Revisit Talk Moves/Stems, Key Mathematical Ideas and re-introduce the Qualities of a Good Mathematician to teachers
- Review assessment practices
- Rich maths tasks (open-ended) were run more frequently including those with a Maori context
- Involvement in Universal Design for Learning Professional Development and application of learning to plan for students
- “How you can help at home” messages for all whanau
- Attendance reviewed frequently and regular communication with Maori whanau
- Collaborative activities where appropriate

Where to next?

- Continue to monitor the progress of Maori students across the school.

Next target?

- To be developed by Senior Leadership team once the permanent principal is on staff in Term Two.

Achievement Target 3

Target - To have an overall shift in achievement patterns upwards in Writing and Mathematics for Year 1 - 8 students.
Indicator - To have a shift of achievement patterns upwards by at least 3%.

Outcomes

Writing

	End of Year 2021	End of Year 2020	Shift between 2020 & 2021
Not Yet Met	26%	28.6%	2.6% (Reduction)
Met	56%	56.4%	.4% (Reduction)
Beyond	18%	15.0%	3%

(Increase)

In 2020 we had 28.6% of students not yet meeting in Writing. In 2021 we have 26% of students not yet meeting in Writing. This is a reduction of 2.6%, which is close to our target, but does not quite meet the 3% shift required.

In 2020 we had 71.4% of students at or above in Writing. In 2021 we have 74% of students at or above in Writing. Which is an encouraging figure.

Maths

	End of Year 2021	End of Year 2020	Shift between 2020 & 2021
Not Yet Met	18%	27.3%	9.3% (Reduction)
Met	45%	47.7%	2.7 (Reduction)
Beyond	37%	25.0%	12% (Increase)

In 2020 we had 27.3% of students not yet meeting in Mathematics. In 2021 we have 18% of students not yet meeting in Mathematics. This is a reduction of 9.3% which meets the target.

In 2020 we had 72.7% of students at or above in Writing. In 2021 we have 82% of students at or above in Writing. Which is an encouraging figure.

Outcome

This target was achieved for maths (9.3%) but not for writing (2.6%)

Reasons For Variance

As stated above 2.6% was extremely close to meeting the 3% target and therefore we do not consider there to be any immediate concern. Writing continues to be an area of development within the UDL framework and PB4L, improved behaviour can only have a positive impact on learning.

Strategies that worked well:

WRITING

- Play-based learning to provide real life experiences, contexts and motivations for Writing
- Reading Recovery interventions
- Target students identified earlier in the year and specific teaching strategies identified to try to accelerate students' progress
- Some grouping of students for instruction based on a similar writing level or need
- Lucid dyslexia screening tool – used to screen students of concern and identify strategies to help
- Teachers engaged in Tātaiako Cultural Competencies and Universal Design for Learning Professional Development
- The same visual scaffolds were used across the Junior classes throughout the year
- More visual prompts and resources on display in classrooms across the school
- Individualised letter/sound alphabet card in Y1&2
- Review of spelling and language development programme in Y7&8
- STEPS Literacy intervention programme accounts set up for 18 students
- Use of Te Horo School Literacy Hub
- Use of exemplars to analyse what 'good writers' do
- Moderation across the school and in teams prior to parent reporting
- Use of Murray Gadd Literacy Professional Development programme
- Mastermind competition
- Homework provided
- Prioritise Writing learning times in the classroom so that students write in prime times of the day and 4-5 times a week
- Data unpacked with teachers
- Application of Tātaiako Cultural Competencies professional learning
- Involvement in Universal Design for Learning Professional Development and application of learning
- Resources currently available in the school are maximised, particularly the Te Horo School Literacy Learning Hub
- Explored the option of flexible groupings based on common instructional needs versus 'whole class' instruction
- Reading Recovery students selected carefully
- Regular IEP's for those students who require adaptation to the classroom programme
- Providing students with increased choice in what they write about - as a form of motivation

MATHEMATICS

- Play based learning to provide real life experiences, contexts and motivations for Maths
- Rich tasks used on a regular basis
- Target students identified earlier in the year and specific teaching strategies identified to try to accelerate students' progress
- Teachers engaged in Tātaiako Cultural Competencies and Universal Design for Learning Professional Development
- Y7&8 Collaborative Maths Programme
- Use of the Te Horo School Maths Hub
- Moderation across the school and in teams prior to parent reporting

- Homework provided
- Targeted Maths Intervention Groups happening in Y7&8, Y5&6, and Y3&4
- Prioritise Maths learning times in the classroom so that students learn in prime times of the day and 4-5 times a week
- Data unpacked with teachers
- Resources currently available in the school are maximised, particularly the Te Horo School Maths Learning Hub
- Use of the “Targeted Maths Programme” to target knowledge building needed for specific students beyond those already involved
- Revisit Talk Moves/Stems, Key Mathematical Ideas and re-introduce the Qualities of a Good Mathematician to teachers
- Review of assessment practices
- Sharing of professional readings and resources to support ‘rich maths’ problems
- Rich tasks are run more frequently
- Involvement in Universal Design for Learning Professional Development and application of learning to plan for students
- “How you can help at home” messages for whanau
- Professional development and in class modelling and alongside teaching support for teachers as related to needs
- Regular IEP’s for those students who require adaptation to the classroom programme

Where to next?

- Review practice in line with researched and current best practice
- Revisit designs of rich tasks and programme design
- Professional development and in class modeling and alongside teaching support for teachers as related to needs.
- Literacy and Numeracy information evenings for parents
- Continue to engage in UDL and PB4L as both of these have a significant impact on Literacy and Numeracy.

Next target?

- To be developed by Senior Leadership team once the permanent principal is on staff in Term Two.