

# Analysis of Variance 2023

## Waipu Primary School

Focus	All students will be able to effectively access the New Zealand curriculum as evidenced by achievement against the curriculum levels and expectations for their age.
Annual Aim	To increase the number of students achieving at or above expectation in writing.
Baseline data	School wide data for the end of 2022 and beginning of 2023 showed that 37% Year 4,5 and 6 children were writing below expectation. This data was gathered using assessments from the end of 2022 and from initial observations and assessments – (E-asttle writing, Schonell Spelling tests) taken at the beginning of 2023.
Analysis of data	In our Year 6 cohort we have identified that 44% (18) of children are achieving below or well below expectation, and in Year 5, 52% (22) of children are achieving below or well below expectation and in Year 4, 26% (10) are achieving below or well below expectation. Of these Year 4,5 and 6 - 14% (7) of these children identify as Māori, 6% (3) as Pasifika and .05% (1) as Asian, the remainder identify as NZ European. There are 74% (37) boys and 26% (13) girls in the cohort so an over representation of boys in the group. Two children are ESOL funded and one child is under the Intensive Wraparound Service.
Target 2023	By the end of 2023, the 39 children who are working below expectation in writing will accelerate their progress so that they are writing at their expected level. Those 11 children who are writing well below their expected levels will make accelerated progress so that they are working towards their expected level. More specifically, focus on Year 5 writers who have a higher percentage of below and well below achievement levels in writing.

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Actions - What did we do?	Results - What happened	Analysis- why did this happen	Evaluation - What next
<p><b>ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>● Review assessments carried out each term for specific individual needs, moderate within staff and between assessments</li> <li>● Collect data each term, analyse and use OTJs to inform future teaching practice.</li> <li>● Staff to use indicators provided to identify specific needs of students</li> <li>● All staff to follow the standardised testing schedule for assessments throughout the year.</li> <li>● All staff to identify target group of those children below or well below expectation and work with them daily (Mon-Thurs) – whilst being released by a teacher aide. (ALL)</li> </ul>	<p>Of those 50 children identified in Years 4,5 and 6 as being below or well below, 42% (21) stayed where they were, 50% (25) moved from below to at expectation, 6% (3) moved from well below to below expectation and 2% (1) moved from well below to at expectation.</p> <p>Therefore 58% (29) students made accelerated progress over the course of the year.</p> <p>Six (60%) out of the ten Year 4s moved from below to at expectation.</p> <p>Twelve (55%) of the twenty two Year 5s moved from below to at expectation, three (14%) moved from well below to below expectation and one moved from moved from well below to at expectation.</p> <p>Seven (39%) of the eighteen Year 6s moved from below to at expectation.</p>	<p>While achieving an accelerated shift for 58% of the targeted students is an achievement, the fact that our overall achievement data for writing in the senior school is 65% at or above expectation – is a cause for concern.</p> <p>Despite a concerted effort to lift levels of motivation and engagement in writing, and to ensure teachers’ writing programmes met the expectations co-constructed at the beginning of the year, gains were less than anticipated. This included the implementation of the IDEAL platform which we thought would increase confidence and ability in spelling.</p>	<p>We have decided to discontinue the Accelerated Literacy Programme for 2024. This is because we can sustain the targeted small group teaching into 2024.</p> <p>We have had two classes trial ‘The Writers Toolbox’ and early indications are that the programme is highly motivational for students. We will look to expand this into the other three senior classes.</p> <p>Cost is a factor so resourcing this will be a challenge.</p>
<p><b>TEACHING:</b></p> <ul style="list-style-type: none"> <li>● Professional development for staff – facilitator support for developing the writing programme - Accelerated Literacy Learning (ALL) contract.</li> </ul>	<p>Three (out of 11) students of ethnicities other than NZ European, accelerated their progress.</p>	<p>There appears to be a drop off in achievement as students enter the senior classes.</p>	<p>Greater use of writing indicators by students so they can identify next steps – make visual so there is a constant check-in to</p>
<ul style="list-style-type: none"> <li>● Writing programme to include identified elements of an effective writing</li> </ul>	<p>Twenty – (out of 37) or 54% of boys and nine (out of 13) or 69% of girls made accelerated progress.</p>		

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<p>programme as co-constructed by teachers.</p> <ul style="list-style-type: none"> <li>● Incorporate strategies (outlined in ALL programme) into planning to address specific needs of students</li> <li>● Teacher modelling – metacognition – talking about thinking</li> <li>● Specific clear learning intentions - each child knowing what their goal is and the next steps – knowledge of the reading and writing progressions.</li> <li>● Needs addressed through in class grouping and more frequent teacher time with target group of students.</li> <li>● Continue to use teacher aides to take ‘at risk’ writers for word work.</li> <li>● Specifically, implement IDEAL to support writing. Daily Mon – Thurs programme</li> <li>● Use formative assessment practices – feedback, feed forward, learning intentions, learning goals.</li> <li>● Explore different writing programmes e.g. The Writers’ Toolbox (online based programme) to see if we can increase motivation to write.</li> <li>● Use of google classroom or Hapara as a portfolio for writing – (which can be accessed at home). Children to identify what they can do and next steps in writing using the Literacy Progressions (Kids Speak).</li> </ul>	<p>In Year 6, 50% were below or well below expectation in 2022 and 2021. In 2021, only one of the 22 Year 5 students was identified as below or well below expectation. By the end of 2022, this had increased to 10 of the 22 students. At the beginning of 2023, there were 22 Year 5 students identified as below or well below expectation.</p> <p>Of the two ESOL funded students and one IWS student, one of those students moved from below to at expectation, the other two remained at well below expectation.</p>		<p>goals. Having it on chrome books isn’t easily accessible.</p> <p>Moderation across the Kahui Ako to check our assessment practices are consistent with other schools. Review assessment tool for consistency across the school.</p> <p>Continue to implement IDEAL into senior classes – we only had two terms of this so maybe it’s too early to see the impact on writing. Cross grouping between classes to begin 2024 so more targeted teaching.</p> <p>Discuss with teachers how to shift those students who are consistently below or well below expectation.</p>
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<ul style="list-style-type: none"><li>● Writers' Showcase evening to celebrate students' writing.</li><li>● Writing competition to encourage engagement in writing.</li><li>● Engaging topics of Inquiry (Mini Beasts and Dinosaurs) to stimulate interest and motivation to write.</li></ul>			
<p>STUDENTS:</p> <ul style="list-style-type: none"><li>● Develop the use of student agency in writing, student voice to identify strengths / interests of learners, ownership of learning.</li><li>● Peer support in class – teina / tuakana mentoring.</li><li>● Peers - Feedback / Feed forward</li></ul>			
<p>LEADERSHIP:</p> <ul style="list-style-type: none"><li>● Principal to lead whole school in improving writing assessments analysis</li><li>● Identify professional development opportunities – ways in which to support boy's writing, as they become available, e.g. Sheena Cameron / Louise Dempsey Poetry course.</li></ul>			