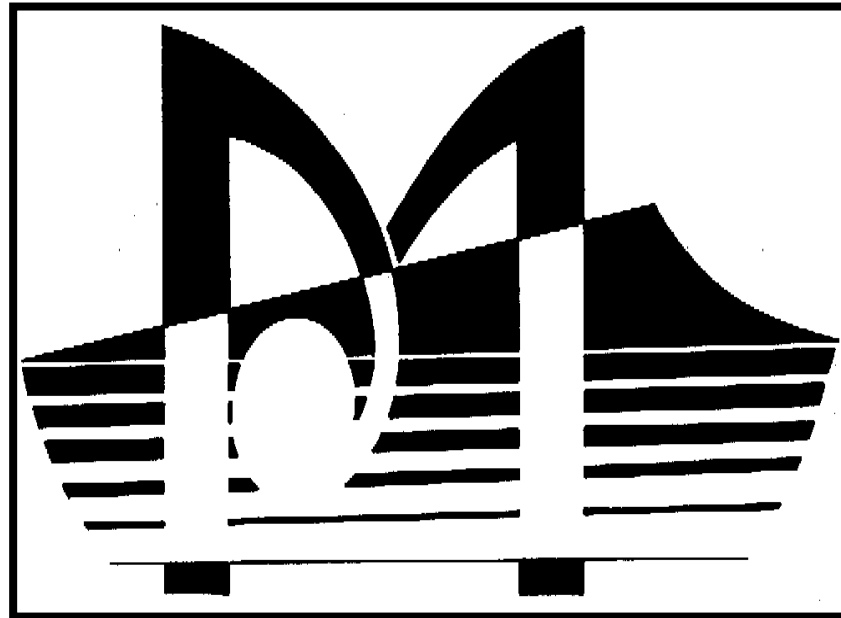


Marfell Community School

Happy Healthy Learners - Tama Tu Tama Ora



2017 Analysis of Variance

Student Achievement Target and Action Plan 2017 - Mathematics

Target Area: Mathematics					
Strategic Goal: 4. Teaching & Learning – Building Blocks for Marfell Learners Our children learn in a collaborative learning environment where their interests and passions drive the learning experience.					
Target Goal: To ensure a positive shift in achievement of the 26 children identified as being below National Standards In Mathematics to be at or above National Standards In Mathematics. 69% of these children are Māori .					
Historical Position: Our Overall Teacher Judgement Assessment for 2016 identified 26 children from Year 2 to 5 that were achieving below National Standard in Mathematics. 19 of these children are Māori .					
<u>All Students Below National Standards in Mathematics (Years 3-6) (n=26)</u>					
	Māori	Non Māori	Male	Female	Total = 26
Year 6	5	1	2	4	6
Year 5	2	2	1	3	4
Year 4	8	2	5	5	10
Year 3	3	3	4	2	6
Actions			When	Who	Outcomes
1. Analyse school-wide data and identify areas of student strength and need.			Term 1	School leaders	Ongoing
2. Identify teacher strength and needs through in class observations and learning conversations.			Term 1 →	School leaders	School focus - ongoing
3. Access and deliver targeted and tailored professional development to meet the identified needs of students and teachers – workshops, professional readings, coaching, modelling etc			Term 1-4	School leaders Maths Advisor	Raewyn Gainsford & Maths Team
4. Establish school achievement expectations of progress and build teacher knowledge of making overall teacher judgements in relation to these expectations.			Term 1/2	School leaders Teachers	Ongoing
5. Review current school interventions to ensure that they are making a difference in accelerating student progress.			Term 2 / 4	School leaders	To be reviewed
6. Review resources to ensure they match identified student and teacher need.			Term 1/2	School leaders	Completed
7. Track and monitor student progress and achievement through a range of assessment tools. Administer assessment tool to gather Time 2 data			Ongoing Term 4	Teachers	Ongoing
8. Report to Parents twice a year on student progress and achievement. Report to BoT on student progress and achievement			Term 2/4 Ongoing	Teachers School leaders	Completed

Variance Report – Mathematics

Marfell Community School's Board of Trustees continues to be committed to raising achievement in the key area of Mathematics. We continue to consolidated the Ministry of Education for Mathematics Professional Learning & Development (PLD) support from 2015. Our Mathematics Leaders support effective teacher practice, assessment and moderation within our school. They also use PLG to discuss and critique videoed practice and engage in challenging conversations around practice, student data, and problem solving.

The identified Maths Target for 2017:

To ensure a positive shift in achievement of the 26 children identified as being below and well below National Standards In Mathematics to make accelerated progress in Mathematics. 69% of these children are Māori.

Outcome:

- Term 4 2017 = 4 target children achieving Well Below.
- Term 4 2017 = 9 target children achieving At.
- 24 target children achieved standard progress – of which –
- 3 target children achieved more than 2 years accelerated progress
- Term 4 2017 = 10 target children achieving Below.
- Term 4 2017 = 3 target children achieving Above.
- 12 target children achieved accelerated progress,
- 2 target children made negative shift in Maths.

The mathematics target was achieved: **46% (N=12) children achieving accelerated progress.**
 92% (N=26) children achieving standard and accelerated progress. Sadly, for 2 Year 3 & 4 there was a negative shift 8% (N=2).

Data is based only on children present in Term 4 2016 and Term 4 2017.

Target Year 3 to 6 Children Achieving Below & Well Below National Standards in Mathematics Based on Overall Teacher Judgements – 26 children as at Term 4 2016

Year	Term 4 2015			Year	Term 4 2016				Positive or Negative Shift
	Well Below	Below	At		Well Below	Below	At	Above	
Year 5	0	6		Year 6	0	3	3	0	Positive
Year 4	3	1		Year 5	1	1	2	0	Positive
Year 3	1	9		Year 4	2	3	2	3	Negative & Positive
Year 2	0	6		Year 3	1	3	2	0	Negative & Positive
TOTALS	4	22	=		4	10	9+3 =12		46% Positive shift

Marfell Community School

Student Achievement Target and Action Plan 2017 – Writing

Target Area: English – Writing					
Strategic Goal: 4. Teaching & Learning – Building Blocks for Marfell Learners Our children learn in a collaborative learning environment where their interests and passions drive the learning experience.					
Target Goal: To ensure a positive shift in achievement of the 10 children identified as being below National Standards In Writing to be at or above National Standards In Writing. 70% of these children are Māori .					
Historical Position: Our Overall Teacher Judgement Assessment for 2016 identified 10 children from Year 2 to 5 that were achieving below National Standard in Mathematics. 7 of these children are Māori .					
<u>All Students Below National Standards in Writing (Years 3-6) (n=10)</u>					
	Māori	Non Māori	Male	Female	Total = 10
Year 6	1			1	1
Year 5	1			1	1
Year 4	3	1	2	2	4
Year 3	2	2	4		4
Actions			When	Who	Outcomes
1. Analyse school-wide data and identify areas of student strength and need.			Term 1	School leaders	Ongoing
2. Identify teacher strength and needs through in class observations and learning conversations.			Term 2 →	School leaders	School focus - ongoing
3. Access and deliver targeted and tailored professional development to meet the identified needs of students and teachers – workshops, professional readings, coaching, modelling etc			Term 1-4	School leaders	Access to limited PLD
4. Establish school achievement expectations of progress and build teacher knowledge of making overall teacher judgements in relation to these expectations.			Term 1/2	School leaders Teachers	Ongoing
5. Review current school interventions to ensure that they are making a difference in accelerating student progress.			Term 2 / 4	School leaders	To be reviewed
6. Review resources to ensure they match identified student and teacher need.			Term 1/2	School leaders	Completed,
7. Track and monitor student progress and achievement through a range of assessment tools. Administer assessment tool to gather Time 2 data			Ongoing Term 4	Teachers	Ongoing
8. Report to Parents twice a year on student progress and achievement. Report to BoT on student progress and achievement			Term 2/4 Ongoing	Teachers School leaders	Completed

Variance Report – Writing

Our second Achievement Target has focussed on Writing. This will be our 2017 for School-wide PLD focus and consolidation. Marfell Community School's Board of Trustees continues to be committed to raising achievement in the key area of Literacy. We have participated in the Ministry of Education for Literacy Professional Learning & Development (PLD) support 2017, however, with the nature of the professional learning it should support the development of general teaching and learning across the curriculum. Our Literacy Leaders support effective teacher practice, assessment and moderation within our school. They also use PLG to discuss and critique videoed practice and engage in challenging conversations around practice, student data, and problem solving.

The identified Writing Target for 2017:

To ensure a positive shift in achievement of the 10 children identified as being below and well below National Standards In Writing to make accelerated progress in Writing. 70% of these children are Māori.

Outcome:

- Term 4 2017 = 3 are target children achieving Well Below.
- Term 4 2017 = 2 target children achieving At.
- 2 target children achieved accelerated progress,
- Term 4 2017 = 5 target children achieving Below.
- 5 target children achieved standard progress
- 3 target children made negative shifts in Writing

The writing target was not well achieved: **20% (N=2) children achieving accelerated progress.**
70% (N=7) children achieving standard and accelerated progress.

Target Year 3 to 6 Children Achieving Below & Well Below National Standards in Writing Based on Overall Teacher Judgements – 10 children as at Term 4 2017

Year	Term 4 2016			Year	Term 4 2017			Positive or Negative Shift
	Well Below	Below	At		Well Below	Below	At	
Year 5		1		Year 6		1		Positive
Year 4		1		Year 5		1		Positive
Year 3		4		Year 4	1	2	1	Negative & Positive
Year 2		4		Year 3	2	1	1	Negative & Positive
TOTALS		10			3	5	2	70% Positive shift

Marfell Community School

Student Achievement Target and Action Plan 2017 – Reading

Target Area: English – Reading					
Strategic Goal: 4. Teaching & Learning – Building Blocks for Marfell Learners Our children learn in a collaborative learning environment where their interests and passions drive the learning experience.					
Target Goal: To ensure a positive shift in achievement of the 15 children identified as being below National Standards In Reading to be at or above National Standards In Reading. 73% of these children are Māori .					
Historical Position: Our Overall Teacher Judgement Assessment for 2016 identified 15 children from Year 2 to 5 that were achieving below National Standard in Mathematics. 11 of these children are Māori .					
<u>All Students Below National Standards in Reading (Years 2-6) (n=15)</u>					
	Māori	Non Māori	Male	Female	Total = 15
Year 6	4	1	2	3	5
Year 5	1		0	1	1
Year 4	4	1	2	3	5
Year 3	3	1	3	1	4
Actions			When	Who	Outcomes
1. Analyse school-wide data and identify areas of student strength and need.			Term 1	School leaders Teachers	Ongoing
2. Identify teacher strength and needs through in class observations learning conversations & surveys.			Term 2 →	School leaders Teachers	School focus - ongoing
3. Access and deliver targeted and tailored professional development to meet the identified needs of students and teachers – workshops, professional readings, coaching, modelling etc			Term 1-4	School leaders	Access to limited PLD
4. Establish school achievement expectations of progress and build teacher knowledge of making overall teacher judgements in relation to these expectations.			Term 1/2	School leaders Teachers	Ongoing
5. Review current school interventions to ensure that they are making a difference in accelerating student progress.			Term 2 / 4	School leaders	To be reviewed
6. Review resources to ensure they match identified student and teacher need.			Term 1/2	School leaders Teachers	Completed,
7. Track and monitor student progress and achievement through a range of assessment tools – ARBs, Cloze, Burt etc. Administer PAT & or STAR to gather Time 1 & 2 data			Ongoing Term 1 & 4	Teachers	Ongoing
8. Report to Parents twice a year on student progress and achievement. Report to BoT on student progress and achievement			Term 2 & 4 Ongoing	Teachers School leaders	Completed

Variance Report – Reading

Our third Achievement Target has focussed on Reading. This will continue to be our 2018 school-wide PLD focus and consolidation.

The identified Reading Target for 2017:

To ensure a positive shift in achievement of the 15 children identified as being below and well below National Standards in reading to make accelerated progress in Reading. 73% of these children are Māori.

Outcome:

- Term 4 2017 = 6 target children achieving Well Below.
- Term 4 2017 = 7 target children achieving At.
- 8 target children achieved accelerated progress,
- 2 target children achieved more than 2 years accelerated progress
- Term 4 2017 = 2 target children achieving Below.
- 3 target children achieved standard progress
- 4 target children achieved negative shift in Reading.

The Reading target was not well achieved: **53% (N=8) children achieving accelerated progress.**
73% (N=11) children achieving standard and accelerated progress. Sadly, for 1 Year 4 & 3 Year 3 there was a negative shift 26% (N=4).

Data is based only on children present in Term 4 2016 and Term 4 2017.

Target Year 3 to 6 Children Achieving Below & Well Below National Standards in Reading Based on Overall Teacher Judgements – 15 children as at Term 4 2017

Year	Term 4 2016			Year	Term 4 2017			Positive or Negative Shift
	Well Below	Below	At		Well Below	Below	At	
Year 5	2	3		Year 6			5	Positive
Year 4	1			Year 5		1		Positive
Year 3	2	3		Year 4	3	1	1	Positive & Negative
Year 2		4		Year 3	3		1	Positive & Negative
TOTALS	5	10			6	2	7	

Target Students Achieving Below National Standards at Term 4 2016 and 2017.

	2017 Target Children	Ethnicity	Attendance %	# Food Provided	# PB4L incidents	# Schools Attended	16 Reading OTJ Term 4	17 Reading OTJ Term 4	16 Writing OTJ Term 4	17 Writing OTJ Term 4	16 Maths OTJ Term 4	17 Maths OTJ Term 4
Year 6 (9)	AQUR	Maori	77	6	2		Well Below	At	Below	Below	Below	Below
	DEZT	Maori	90	17	6		Below	At	At	At	Below	Below
	CONN	Maori	94	20	0		Well Below	At	At	At	Below	At
	SWEN	Maori	78	0	1		At	At	At	At	Below	Below
	STEN	Maori	96	0	1		Below	At	At	At	Below	At
	WILH	European	82	0	1		At	At	At	At	Below	At
	SAMM	European	85	1	4		Below	At	At	At	At	At
	ZAMB	Maori					Below		At		At	
	LEAS	Maori					Well Below		At		At	
Year 5 (4)	NEVH	Maori	85	4	2		Well Below	Below	Below	Below	Well Below	Well Below
	SAVE	European	88	0	1		At	Above	At	Above	Below	At
	LEXO	Maori	87	34	4		At	At	At	At	Well Below	At
	RUNR	European	86	0	0		At	Above	At	Above	Well Below	Below
Year 4 (11)	GEZB	Maori	90	43	2		Below	At	At	At	Below	Below
	SHAT	Maori	92	43	16		Below	Well Below	Below	Below	Below	Well Below
	BARV	Maori	87	9	1		Below	Below	Below	At	At	At
	ANDD	Maori	90	0	0		At	Above	At	Above	Below	Below
	HOPJ	European	80	1	0		Well Below	Well Below	Below	Below	Below	Below
	AUBM	European	92	5	0		At	Above	At	Above	Below	At
	DAEN	Maori	97	0	1		At	At	At	Above	Below	Above
	TANN	Maori	73	6	2		At	At	At	Above	Below	At
	ALKN	Maori	93	36	4		At	At	At	Below	Below	Above
	TAHT	Maori	90	19	4		At	Above	At	Above	Below	Above
	LINB	Maori	97	3	7		Well Below	Well Below	Below	Well Below	Well Below	Well Below
Year 3 (7)	VANB	European	92	5	0		At	Above	At	At	Below	Below
	RUBB	Maori	91	3	0		Below	Well Below	Below	Well Below	Below	At
	ETHF	European	94	4	2		Below	Well Below	Below	Well Below	Below	Well Below
	JERN	Maori	88	29	9		Below	Well Below	Below	Below	Below	At
	KAYP	Maori	90	0	0		At	At	At	At	Below	Below
	LUCE	European	95	0	0		Below	At	Below	At	Below	Below
	IZAP-	Maori					Below		Below		Below	
28chn TOTAL												
		19 chn Maori = 69%					15 reading targets 11 chn Maori = 73%		10 writing targets 7 chn Maori = 70%		26 maths targets 18 chn Maori = 69%	

Term 2 Reading OTJ.

87% (26) of All Targets (30) achieved standard or accelerated progress.

47% (14) of All Targets achieved accelerated or accelerated +progress.

13% (4) of All Targets achieved a negative shift in progress.

Of the 17 Reading Targets:

24% (4) achieved a negative shift in progress.

29% (5) achieved a standard progress.

47% (8) achieved accelerated or accelerated +progress.

Term 2 Writing OTJ.

80% (24) of All Targets (30) achieved standard or accelerated progress.

17% (5) of All Targets achieved accelerated or accelerated +progress.

20% (6) of All Targets achieved a negative shift in progress.

Of the 10 Writing Targets:

30% (3) achieved a negative shift in progress.

60% (6) achieved a standard progress.

10% (1) achieved accelerated progress.

Term 2 Mathematics OTJ.

80% (24) of All Targets (30) achieved standard or accelerated progress.

20% (6) of All Targets achieved accelerated or accelerated +progress.

20% (6) of All Targets achieved a negative shift in progress.

Of the 26 Mathematics Targets:

19% (5) achieved a negative shift in progress.

58%(15)achieved a standard progress.

23% (6) achieved accelerated progress.

2016 Target Students Achieving Below National Standards at Term 4 2015.

	2015 Target Children	Ethnicity	15 Reading OTJ Term 4	16 Reading OTJ Term 4	15 Writing OTJ Term4	16 Writing OTJ Term 4	15 Maths OTJ Term 4	16 Maths OTJ Term 4	
Year 6 (4)	BAIH	Maori	At	Below	Well Below	Below	Well Below	Below	<ul style="list-style-type: none"> • 14 out of 31 chn 45% achieved Negative shift in at least one learning area of Maths, Reading, Writing. • 1 is Euro, 13 are Māori • 2 of the 14 children had negative shifts in 2 learning areas. • 26 out of 31 chn 81% achieved accelerated progress in at least one learning area of Maths, Reading, Writing. • 3 are Euro, 22 are Māori • 14 of the 31 children had accelerated progress & more in 2 or more learning areas. • 1 of the 14 children had accelerated progress the 3 learning areas. • 4 out of 31 chn 13% achieved accelerated progress + in at least one learning area of Maths, Reading, Writing. • 1 of the 31 children had accelerated progress + in 2 learning areas. • all 31 children have made standard progress + in at least 1 learning area. • 5 have CYFs intervention • 3 have RTLB intervention • 17 chn will continue to be on the target list during 2017 <p style="color: magenta;">(See 2015 data below – for comparison)</p>
	MYAT	Maori	Below	Below	At	At	Below	Below	
	MARP	Maori	Well Below	At	At	At	Below	At	
	ROMR	Maori	Below	At	At	Below	At	At	
Year 5 (7)	AQUR	Maori	Below	Well Below	Well Below	Below	Below	Below	
	DEZT	Maori	At	Below	At	At	Well Below	Below	
	CONN	Maori	Well Below	Below	Below	At	At	Below	
	WILH	European	At	At	Below	At	Well Below	Below	
	KIMV	Maori	Above	At	At	At	Above	At	
	SWEN	Maori	At	At	Below	Below	Below	Below	
Year 4 (5)	ZAMB	Maori	At	Below	At	At	Below	At	
	CONH	Maori	Well Below	At	Well Below	At	At	At	
	SUMP	European	Below	At	At	At	At	At	
	SHIB	Maori	At	Above	At	Above	Below	Above	
	NEOT	Maori	Well Below	Well Below	Below	At	Below	Well Below	
Year 3 (9)	SHAH	Maori	Well Below	Below	Below	Below	Well Below	Well Below	
	ANDD	Maori	Below	Above	At	At	Below	Below	
	KATD	Maori	Below	At	At	At	Below	At	
	BARV	Maori	Below	Below	At	Below	Below	At	
	GEZB	Maori	Below	At	Below	At	Below	Below	
	AUBM	European	Above	Above	At	Above	At	Below	
	DAEN	Maori	At	Above	At	Above	Below	Below	
	TANN	Maori	Above	At	At	Above	At	Below	
	SHAT	Maori	Below	Below	Well Below	Below	Well Below	Below	
Year 2 (6)	ALKN	Maori	Below	At	Below	At	Below	Below	
	KATH	Maori	Well Below	Below	Below	Below	Well Below	Below	
	RUBB	Maori	Below	Below	Below	Below	Below	Below	
	JOSN	Maori	Below	At	Below	At	At	Above	
	JERN	Maori	Below	Well Below	Below	Below	Below	Below	
	JOSP	European	Below	Below	Below	Below	Below	Below	
31 chn TOTAL		27 chn Maori = 87%							

KEY: Red: Negative shift Black: Standard progress Green: Accelerated progress Blue: Accelerated progress +

Students Achieving Below National Standards at 2014. 2015 OTJs Term 4.

	2015 Target Children	Ethnicity	14 Maths OTJ Term 4	15 Maths OTJ Term 4	14 Reading OTJ Term 4	15 Reading OTJ Term 4	14 Writing OTJ Term 4	15 Writing OTJ Term 4	
Year 6 (3)	TANN	Maori	Well Below	Below	Well Below	Below	Well Below	At	<ul style="list-style-type: none"> • 9 (13) out of 25 chn 36% 46% achieved Negative shift in at least one learning area of Maths, Reading, Writing. • 1 is Euro, 8 (11) are Māori • 1 (6) of the 9 children had negative shifts in 2 or more learning areas. • 13 out of 25 chn 52% 50% achieved accelerated progress in at least one learning area of Maths, Reading, Writing. • 1 is Euro, 12 are Māori • 5 (4) of the 13 (14) children had accelerated progress & more in 2 or more learning areas. • 2 of the 4 children had accelerated progress the 3 learning areas. • 4 (1) out of 25 chn 16% 4% achieved accelerated progress + in at least one learning area of Maths, Reading, Writing. • 3 of the original 28 Target chn from the end of 2014 have left the school. • 1 will receive HLN funding for 2016 • 1 has had extensive surgery for his visual disability • 1 has ongoing HHN funding • 5 have CYFs intervention • 7 have RTLB intervention • 19 chn will continue to be on the target list during 2016 • 25 chn had an Individual Education Plan IEP during 2015 <p>(2014 data – for comparison)</p>
	XAVT	Maori	Well Below	Below	Well Below	Well Below	Well Below	Well Below	
	KYAM	Maori	Well Below	Well Below	Well Below	Well Below	Well Below	Below	
Year 5 (6)	DAYP	Maori	Well Below	Well Below	Well Below	At	Below	Well Below	
	BAIH	Maori	Well Below	Well Below	Below	At	Below	Well Below	
	MJTE	Maori	Well Below	Well Below	Below	Below	Below	Well Below	
	ROMR	Maori	Below	At	Below	Below	Well Below	At	
	SERH	Maori	Well Below	Well Below	Well Below	Well Below	Well Below	Below	
	MARP	Maori	Well Below	Below	Below	Below	Below	At	
Year 4 (6)	STEN	Maori	Below	At	At	At	Below	At	
	ZAMB	Maori	Well Below	Below	Below	At	Below	At	
	CONN	Maori	Below	At	Well Below	Well Below	Below	Below	
	JAYH	Maori	Well Below	Well Below	Well Below	Well Below	Well Below	Well Below	
	AQUR	Maori	Below	Below	Below	Below	Below	Well Below	
	MICB	European	Well Below	Well Below	Well Below	Well Below	Well Below	Well Below	
Year 3 (6) (4)	WILB	Maori	Below		Below		Well Below		
	TYRF	European	Below	Below	Below	Below	Below	Below	
	CONH	Maori	At	At	Well Below	Below	Below	Below	
	SUMP	European	At	At	Below	Below	Below	At	
	CHEP	Maori	Below		Well Below		Well Below		
Year 2 (7) (6)	NEOT	Maori	Below	Below	Well Below	Well Below	Below	Below	
	LINB	Maori	Below	Below	Well Below	Well Below	Below	Below	
	ALKN	Maori	At	Below	Well Below	Below	Below	Below	
	ANDD	Maori	At	Below	Below	Below	Well Below	At	
	CHAH	Maori	At	Below	Below	Well Below	At	Below	
	HOPJ	European	Below	Below	Below	Well Below	Below	Below	
	TYRB	Maori	At		Below		At		
	SHAT	Maori	Below	Below	Below	Well Below	Below	Below	
	Target Children Term 4 2014 = 28 Term 4 2015 = 25		23 chn Maori = 88%	20 chn Maori = 84%		Withdrawals: CHEP – Māori WILB – Māori TYRB - Māori			

KEY: Red: Negative shift Black: Standard progress Green: Accelerated progress Blue: Accelerated progress +

Recommendations for the Future

- For 2018 our foci will be to continue to consolidate Literacy. Cath Runga Literacy Facilitator, CPL (Consortium for Professional Learning) Team Solutions, will assist us to consolidate our new learning and practices to raise student achievement and ensure that these practices become entrenched in their teaching and learning on a daily basis.
- To improve the knowledge, capability and confidence of the Literacy Leadership team and then in turn develop teacher capability to critique and challenge within their PLG.
- To support the leadership to engage in challenging conversations around practice, student data, and problem solving.
- Trial of 'frontloading' intervention to ascertain effectiveness for accelerated progress.
- To consolidate and further implement our Positive Behaviour for Learning programme to raise student achievement.
- Inquiry focussed practice under the 'Schools That Deliver' Network.
- Provide a Literacy Development budget for teacher release & resourcing.
- Develop systems for peer observations, videoing lessons, sharing and discussions.
- Ensure that timetables, planning & programmes and initiatives support effective teaching & learning.
- Lead teachers towards expecting accelerated progress from their students
- Regular staff meetings on moderation to ensure consistency across the school, in particular, in writing
- Review and refine programmes and initiatives offered to support students in Literacy and Mathematics.
- There were some positive shifts made in raising student achievement in mathematics, writing and reading this year. It is imperative that we continue to take advantage of any PLD opportunities by engaging in any advice and support made available
- Research successful student support programmes.
- Provide opportunities to visit successful practice in other schools.

Janet Wilson
Principal