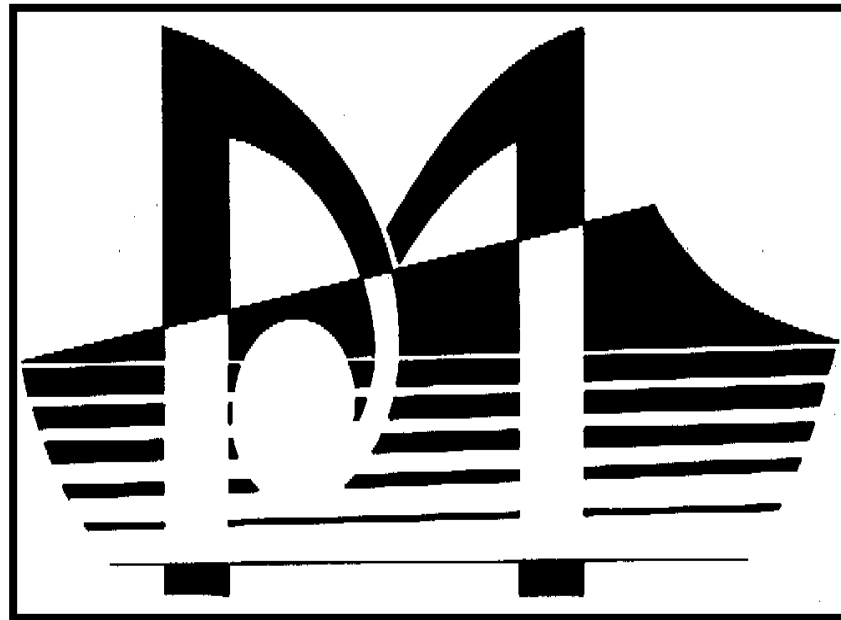


Marfell Community School

Happy Healthy Learners - Tama Tu Tama Ora



2018 Analysis of Variance

Student Achievement Target and Action Plan 2018 - 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 15 children identified as achieving below expectation in Mathematics to be at or above expectation In Mathematics. 83% of these children are Māori.					
Historical Position: Our Overall Teacher Judgement Assessment for 2017 identified 15 children from Year 2 to 5 that were achieving below expectation in Mathematics. 12 of these children are Māori.					
<u>All Students Below Expectation in Mathematics (Years 3-6) (n=15)</u>					
	Māori	Non Māori	Male	Female	Total = 15
Year 6	3	0	0	3	3
Year 5	1	1	1	1	2
Year 4	3	1	2	2	4
Year 3	5	1	5	1	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. Continue to access the maths leadership cluster to remain connected with up to date and current practice. Sustain staff development.			Term 1-4	School leaders	Not priority focus this year
4. Upskill new staff with school achievement expectations of progress and continue to moderate overall teacher judgements in relation to these expectations.			Term 1/2/3/4	School leaders Teachers	Ongoing
5. Review current school interventions, including the frontloading programme, to ensure that they are making a difference in accelerating student progress.			Term 2-4	School leaders	To be reviewed
6. Upskill Support Staff to be able to deliver support programmes effectively.			Term 1/2/3	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 consolidate the Ministry of Education for Mathematics Professional Learning & Development (PLD) support from 2015. With a change of Mathematics Leadership, support is now needed for them to support and advise their colleagues with effective teacher practice, assessment and moderation within our school. We continue to 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 2018:

To ensure a positive shift in achievement of the 11 children identified as achieving below expectation in Mathematics to be at or above expectation in Mathematics. 73% of these children are Māori.

Outcome:

- Term 4 2018 = 5 target children achieving Well Below.
- Term 4 2018 = 2 target children achieving At.
- 7 target children achieved standard progress – of which -
- 0 target children achieved more than 2 years accelerated progress
- Term 4 2018 = 6 target children achieving Below.
- Term 4 2018 = 0 target children achieving Above.
- 4 target children achieved accelerated progress,
- 0 target children made negative shift in Maths.

The mathematics target was achieved: **36% (N=4) children achieving accelerated progress.**
 100% (N=11) children achieving standard and accelerated progress. There was no negative shift.

Data is based only on children present in Term 4 2017 and Term 4 2018.

Target Year 3 to 6 Children Achieving Below & Well Below National Standards in Mathematics Based on Overall Teacher Judgements – 11 children as at Term 4 2018									
Year	Term 4 2017			Year	Term 4 2018				Positive or Negative Shift
	Well Below	Below	At		Well Below	Below	At	Above	
Year 5	1	0	0	Year 6	0	1	0	0	Positive
Year 4	1	1	0	Year 5	1	1	0	0	Positive
Year 3	3	1	0	Year 4	1	3	0	0	Positive
Year 2	0	4	0	Year 3	0	3	1	0	Positive
TOTALS	5	6	=		2	8	1		100% Positive shift

Marfell Community School

Student Achievement Target and Action Plan 2018 - 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 17 children identified as achieving below expectation in Writing to be at or above expectation In Writing. 82% of these children are Māori.					
Historical Position: Our Overall Teacher Judgement Assessment for 2017 identified 18 children from Year 2 to 5 that were achieving below expectation in Writing. 15 of these children are Māori.					
<u>All Students Below Expectation in Writing (Years 3-6) (n=17)</u>					
	Māori	Non Māori	Male	Female	Total = 17
Year 6	3	0	0	3	3
Year 5	1	1	1	1	2
Year 4	5	0	4	1	5
Year 3	6	1	6	1	7
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 continue to be our 2019 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 since 2017, however, with the nature of the professional learning it will support the development of general teaching and learning across the curriculum especially with new staff.

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 2018:

To ensure a positive shift in achievement of the 12 children identified as being below and well below National Standards In Writing to make accelerated progress in Writing. 83% of these children are Māori.

Outcome:

- Term 4 2018 = 2 are target children achieving Well Below.
- Term 4 2018 = 2 target children achieving At.
- 3 target children achieved accelerated progress,
- Term 4 2018 = 9 target children achieving Below.
- 8 target children achieved standard progress
- 1 target child made negative shifts in Writing

The writing target was not well achieved: **25% (N=3) children achieving accelerated progress.**
92% (N=11) 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 – 12 children as at Term 4 2018

Year	Term 4 2017			Year	Term 4 2018			Positive or Negative Shift
	Well Below	Below	At		Well Below	Below	At	
Year 5	0	1		Year 6	1	0		Negative
Year 4	1	1		Year 5		2		Positive
Year 3	1	3		Year 4	1	2	1	Positive
Year 2		5		Year 3		4	1	Positive
TOTALS	2	10			2	8	2	92% Positive shift

Marfell Community School

Student Achievement Target and Action Plan 2018 - 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 16 children identified as being below expectation in Reading to be at or above expectation in Reading. 81% of these children are Māori.					
Historical Position: Our Overall Teacher Judgement Assessment for 2017 identified 16 children from Year 2 to 5 that were achieving below expectation in Reading. 13 of these children are Māori.					
<u>All Students Below Expectation in Reading (Years 3-6) (n=16)</u>					
	Māori	Non Māori	Male	Female	Total = 16
Year 6	1	0	0	1	1
Year 5	1	1	1	1	2
Year 4	5	1	4	2	6
Year 3	6	1	6	1	7
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 2019 school-wide PLD focus and consolidation.

The identified Reading Target for 2018:

To ensure a positive shift in achievement of the 13 children identified as being below and well below National Standards in reading to make accelerated progress in Reading. 77% of these children are Māori.

Outcome:

- Term 4 2018 = 2 target children achieving Well Below.
- Term 4 2018 = 3 target children achieving At.
- 6 target children achieved standard progress
- 2 target children achieved negative shift in Reading.
- 2 target children achieved more than 2 years accelerated progress
- Term 4 2018 = 6 target children achieving Below.
- Term 4 2018 = 2 target children achieving Above.
- 5 target children achieved accelerated progress,

The Reading target was achieved: **38% (N=5) children achieving accelerated progress.**
85% (N=11) children achieving standard and accelerated progress. Sadly, for 1 Year 6 & 1 Year 3 there was a negative shift 15% (N=2).

Data is based only on children present in Term 4 2017 and Term 4 2018.

Target Year 3 to 6 Children Achieving Below & Well Below National Standards in Reading Based on Overall Teacher Judgements – 13 children as at Term 4 2018									
Year	Term 4 2017			Year	Term 4 2018				Positive or Negative Shift
	Well Below	Below	At		Well Below	Below	At	Above	
Year 5	0	1	0	Year 6	1	0	0	0	Negative
Year 4	2		0	Year 5	1		0	1	Positive & Negative
Year 3	4	1	0	Year 4	2	2	0	1	Positive & Negative
Year 2	0	5	0	Year 3	1	2	2	0	Positive
TOTALS	6	7			5	4	2	2	85% Positive shift

2018 Target Students Achieving Below Expectation at Term 4 2017. EoY Analysis

	2018 Target Children	Ethnicity	17 Maths OTJ Term 4	18 Maths OTJ Term 4	17 Writing OTJ Term 4	18 Writing OTJ Term 4	17 Reading OTJ Term 4	18 Reading OTJ Term 4	
Year 6 (3)	SHAH	Māori	Well Below	Below	Below	Well Below	Below	Well Below	Term 4 Mathematics Outcome. 11 target children, 73% Māori (N=8) 4 made accelerated progress; 3 Māori 2 boys 7 made standard progress; 2 Māori 4 boys Term 4 Writing Outcome. 12 target children, 83% Māori (N=10) 3 made accelerated progress; 3 Māori 2 boys 8 made standard progress; 6 Māori 6 boys 1 made a negative shift 1 Māori 1 girl Term 4 Reading Outcome. 13 target children, 77% Māori (N=10) 2 made accelerated progress plus – < 2 years progress 1 Māori 1 boy 3 made accelerated progress; 2 Māori 3 boys 6 made standard progress; 1 Māori 3 boys 2 made negative shifts 2 Māori 1 boy
	CHEP	Māori	Well Below		Well Below		At		
	MERS	Māori	Below		Below		At		
Year 5 (2)	LETB	Māori	Well Below	Well Below	Well Below	Below	Well Below	At	
	HOPJ	European	Below	Below	Below	Below	Well Below	Well Below	
Year 4 (6)	RUBB	Māori	At		Well Below		Well Below		
	SHAT	Māori	Well Below	Below	Below	Below	Well Below	Below	
	KATH	Māori	Well Below	Below	Below	At	Below	Below	
	JADK	European	Below	Below	At	Below	Well Below	Above	
	JERN	Māori	At	At	Below	Below	Well Below	Well Below	
	DAZW	Māori	Well Below	Well Below	Well Below	Well Below	Well Below	Well Below	
Year 3 (7)	HEMB	Māori	Below		Below		Below		
	KAIB	Māori	Below	Below	Below	Below	Below	Below	
	LOCC	European	Below	At	Below	Below	Below	At	
	HUNM	Māori	Below		Below		Below		
	KRIN	Māori	Below	Below	Below	Below	Below	Well Below	
	DANO	Māori	Below	Below	Below	At	Below	Below	
	RIDV	Māori	At	At	Below	Below	Below	At	
				8 chn Māori = 73%		10 chn Māori =83%		10 chn Māori =77%	
18 chn TOTAL				11 Target chn		12 Target chn		13 Target chn	

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

Recommendations for the Future

- For 2019 our foci will be to continue to consolidate Literacy and introduce PACT. Cath Runga Literacy Facilitator, Evaluation Associates, 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. She will be supporting us in the implementation of PACT for writing.
- 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.
- Continuation of 'frontloading' intervention to ascertain effectiveness for accelerated progress.
- Focus on Target students:
 - - All stakeholders: Have a clear understanding of who the target students are, exactly how we will accelerate them, exactly what we want to achieve with them.
 - Develop systems for analysis of data to inform the annual plan, area of inquiry and selection of target students
 - Inquiry - define and plan according to needs of target students and their acceleration. Define the role inquiry will take?
 - How does this mesh with appraisal etc
 - What school wide initiative will accelerate target students?
- 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