

Ranui Primary School

Analysis of Variance

for the year ended 31 December 2014



Analysis of variance for 2014 and target setting for 2015

The Ministry of Education requires all Primary School Boards of Trustees to report annually on student achievement.

NAG 2A

Where a school has students enrolled in years 1 – 8, the board of

trustees, with the principal and teaching staff, is required to use National Standards to;

2) report school-level data in the board's annual report on National

Standards under three headings:

i) school strengths and identified areas for improvement;

ii) the basis for identifying areas for improvement; and

iii) planned actions for lifting achievement.

3) report in the board's annual report on:

i) the numbers and proportions of students at, above, below the

standards, including Maori, Pasifika and by gender (where this does not breach an

individual's privacy); and

ii) how students are progressing against the standards as well as how they are achieving

This booklet provides an analysis of variance between our student targets in 2014 and what we actually achieved.

The purpose is a commitment to better outcomes for students and informing all decision

What is the analysis of variance?

In the plans and targets set out in our charter, the Board describes the school's priority learning areas and our expectations for improved student outcomes. The core business of the school is to raise student achievement, the Board has also set related objectives about such things as whanau engagement, PB4L Positive Learning for Behaviour and other areas. The Board has also identified other priorities, objectives and targets relating to staff development and Board capacity, finances, and property as detailed in our annual plan.

This analysis of variance focuses on student achievement in reading, writing and maths.

This report describes for our community how the school has gone about addressing the priorities and shows how successful the approach has been. The variance report describes the outcomes of initiatives that aimed to improve the way the school managed its resources. In order to be able to analyse progress towards school achievement targets, the school has collected sound data and evidence on student outcomes.

A close look at this data has led to suggestions about how the school could implement some of our programmes differently in order to improve student achievement and progress our long term strategic goals.

Foreword

The data presented in this analysis of variance is based on overall teacher judgments (OTJ's) against the New Zealand National Standards, Nga Whanaketanga, the NZ Curriculum and Te Marautanga o Aotearoa expectations.

What shaped Us in 2014?

Ranui Primary is a multicultural contributing school with 367 students at the beginning of 2014 and 422 at years end. During the year we had 102 students leave and 169 new students arrive, 75 of these students were new entrants. This is around 25% transience which has significant impact on our ability to measure student progress over time as the target group children are continually changing throughout the year. The most significant areas affected by transience in 2014 were the year were Year 1 and Year 3 cohorts. In 2015 we have identified the need to investigate and develop systems that allow us to report on the impacts of transience so we can better support our students. We also looked at trends in attendance and note that the Year 0-1 groups has the poorest rates of attendance 72-80% and the year 3 group after that on 84%. Poor attendance impacts the effectiveness of delivering learning support programmes.

2014 ethnic breakdown 44% (163) Maori, 43% (158) Pasifika, 6% (17) NZ European, 1% (5) Asian, and 7% (24) other.

Of the Pasifika 162 Pasifika students there are 43% (79) Samoan, 35% (42) Tuvaluan, 14% (27) Tongan, 15% (10) Cook Island Maori, 2% (3) Tokelau

Ranui Primary School has a number of Priority learners with specific learning needs.

Priority learners are described at Maori and Pasifika students with high learning needs

Priority learners require intensive interventions additional to the classroom programme without which they will not likely make academic gains required to meet the standards.

Students with Special Learning Needs Feb 2014 (NB these numbers fluctuate during the year)

We have 3 learners who were previously full time students in our Special Needs unit that was disestablished in 2012 and were successfully transitioned to be fully included in mainstream classes in 2013. These students continue to be well supported by RTLB, MOESE and teacher aide support programmes. Two students are ORRS funded and receive weekly support from an Arohanui Outreach teacher and teacher aid.

We have 4 students supported by a Speech Language Therapist, and 1 student who receives support from the RTV Resource Teacher of Vision.

13 students are currently in the RTLit support groups, these students are from the middle and junior school.

8 students are currently receiving support from Resource Teachers of Behaviour with 5 more on the referral list.

1 student with MOESE Intensive Behaviour Needs. 2 students are receiving IRF, Interim response funds for intensive behaviour needs. The large majority of these students have IEP's Individual Education Plans and are operating at level one of the curriculum. They have individual targets in reading, writing and maths which are closely monitored to progress them towards the National Standard expectations. The expectation is that all these students will meet their learning goals.

ESOL students details as at Feb 2014 indicates that 44/360 (12.2%) of learners are ESOL funded with applications currently in for a further 18 new students, i.e. 62/360 (17.2%). 57/62 (92%) of these learners are of Pacific Island ethnicity. Based on our November 2013 data, 175 students are listed as Pasifika, and 33% of our total Pasifika roll is ESOL. We have 14 Migrants, 47 New Zealand Born and 1-refugee ESOL learners.

All of the priority learners listed above are included in our school wide aggregation of data.

RANUI PRIMARY Strategic Goals 2015-2017

6 Key Goals for the current 3 years

Raised Student Achievement NAG1 Curriculum Raising Student Achievement

All students successfully engaged in The New Zealand Curriculum and Te Marautanga o Aotearoa as evidenced by progress and achievement in relation to the National Standards and Nga Whanaketanga Rumaki Maori

Cultural Responsiveness NAG 1 Curriculum Raising Student Achievement

Success for Maori / Success for Pasifika / Success for All

A culturally responsive school where teachers and leaders connect with their students by knowing who they are, what their needs are and how they learn best. All students are actively engaged in a Connected Ranui Curriculum that engages them in the heritages, languages and cultures of both partners to the Treaty of Waitangi.

Partnership with Te Kawerau a Maki Iwi Authority to ensure the history , knowledge, tikanga and reo of Te Kawerau o Maki is part of our Ranui curriculum

Best Teaching Practice NAG 3 Raising Student Achievement : Personnel

Best teaching practice to accelerate student progress and achievement.

Effective teacher inquiry cycles to address the achievement gaps of priority learners.

NAG 5 Health and Safety

A Happy Healthy Harmonious High Achieving School, that promotes a healthy mind, body and spirit through embedding restorative practices where everyone feels safe in a positive learning environment

Assessment and data analysis for teaching NAG 2 Raising Student Achievement: Self Review

Effective use and analysis of formative and summative data to make specific targeted next steps for planning, teaching and learning.

Effectively evaluate our impact on student achievement.

Parent Family Whanau NAG 2 Self Review

Respectful, collaborative, and responsive learning focused relationships with Parents, Family/Whanau through authentic engagement in the learning context.

Effective communication strategy between BOT, Management, Staff, and community to increase engagement to ensure a sense of ownership and belonging for all at Ranui School

Effective information sharing and reporting to parents , engaging parents in the language of learning to develop quality interactions with the school to raise student achievement

Quality Assurance NAG 2 Self Review / NAG 3 Personnel / NAG 4a Finance/ NAG 4b Property

Effective governance that uses the principles of strategic alignment of human, financial and material resources to prioritise and rationalise procurement and allocation of resources to meet the strategic goals of the school.

Strengthen and explicitly plan systems and review processes to ensure consistent evidence based practice, accountability at all levels and which supports continuous improvement and provides a safe and quality learning environment for all.

NAG 1 Foster Student Achievement													
All students are successfully engaged with The New Zealand Curriculum and Te Marautanga o Aotearoa as evidenced by progress and achievement in relation to the National Standards and Nga Whanaketanga Rumaki Maori													
2014 Data-		For students operating under the New Zealand Curriculum/ English Medium											
		<p>Student Achievement data: End of 2014 school wide student assessment data for reading, writing and mathematics has been collated, analysed and is summarised in the table below. The analysis of variance of this data indicates that there has been some progress toward meeting 2014 Charter achievement targets for reading, writing and mathematics and that specific target groups with intensive focused instruction and supplementary support made accelerated gains.</p> <p>It has been difficult to measure accurate gains across groups and year levels due to the numbers of transient students. We have identified a need to set up systems to better manage this and provide more informative data in 2015.</p> <p>The data indicates that there is still significant underachievement especially in the area of reading with 48% (157) learners achieving below or well below national standards, 41% (41) of these children are Maori learners and 52% (82) are Pasifika learners, the large majority of this group are at the end of their 1st year of school. Despite our efforts to provide targeted support we have not met our goals.</p> <p>In writing 55% (176) learners are achieving below or well below national standards. 41% (72) of these students are Maori and 49% (87) are Pasifika.</p> <p>Boys are achieving below the girls in all three areas with 56% of boys below in reading, 67% below in writing and 41% below in mathematics. This requires urgent attention.</p>											
		Reading				Writing				Mathematics			
2013		ALL N=267 Maori N= 91 Pasifika N=139				ALL N=269 Maori N=91 Pasifika N=141				ALL N=269 Maori N=93 Pasifika N=139			
2014		ALL N=323 Maori N=119 Pasifika N=167				ALL N=322 Maori N=119 Pasifika N=184				ALL N=337 Maori N=110 Pasifika N=166			
		Well Below	Below	At	Above	Well Below	Below	At	Above	Well Below	Below	At	Above
All 2013		14% (38)	31% (83)	34% (90)	21% (56)	10% (26)	43% (115)	41% (110)	7% (57)	6% (17)	30% (80)	50% (135)	14% (37)
2014		30% (98)	18% (59)	34% (111)	17% (55)	23% (75)	31%	40%	5% (16)	14% (44)	24% (78)	52%	11% (34)
Male		17% (24)	30% (42)	32% (45)	20% (28)	14% (13)	43% (39)	39% (36)	3% (3)	9% (13)	25% (35)	53% (75)	13% (19)
Female		11% (14)	32% (41)	35% (45)	22% (28)	4% (5)	32% (41)	54% (69)	10% (13)	3% (4)	35% (45)	47% (60)	14% (18)
Male		16% (15)	35% (32)	28% (25)	21% (19)	14% (13)	43% (39)	40% (36)	3% (3)	11% (10)	34% (32)	43% (40)	12% (11)
Pasifika		15% (21)	27% (38)	39% (54)	19% (26)	8% (11)	44% (62)	40% (57)	11% (8)	4% (6)	28% (39)	53% (73)	15% (21)

Focus	Reading					
Strategic Aims	All students are able to access The New Zealand Curriculum and Te Marautanga o Aotearoa as evidenced by progress and achievement in relation to the National Standards and Nga Whanaketanga Rumaki Maori					
Annual Aim 2014	To increase the number of students achieving at or above the National Standard for reading					
Baseline Data 2014	<p>Baseline data: Analysis of school-wide reading data in November 2013 identified concerns in the Year 1 and Year 5 cohorts.</p> <p>While the data showed that overall 54% of students were achieving at or above National Standards in reading, further analysis showed that only 27% of students after 1 Year at school were reading at or above expectation , and only 51% of students at the end of Year 5.</p> <p>Analysis of assessment tools signalled reading comprehension and vocabulary development as particular areas for development for the year 5 group of students.</p> <p>Data gathered during the year showed that upon entry to school 92%- 100% of students are at Stanine 1-2 in the areas of Concepts about Print and hearing and recording sounds . Concepts about print and word recognition has been identified as areas for development in 2014.</p>					
Targets 2014	<p>All students who are not achieving success in relation to the National Standards for reading will have achieved accelerated (more than one year) progress over the 2014 school year, progressing towards, at or above the expected National Standard</p> <p>With a particular focus on the following cohorts</p> <p>All year 0 students by the End of their first year at school Year 2 Pasifika students Year 4 boys Year 5 Pasifika boys</p> <p>All student with special learning needs who are operating at level 1 of the curriculum and are on Individual Education Plans will achieve their individual targets in reading and progress them towards the National Standard expectations by the end of 2014.</p>					
Target groups results	Year 2 class RTLit project class 4 students who started on the project on PM levels 2 – 4 and finished on levels 11-17 this group made an average gain of 11.5 levels over 3 terms			Year 4 RTLit project class 4 students who started PM 9-10 finished on PM 10 -15 Average gains of 3.4 levels over 3 terms <i>(staffing instability impacted this group)</i>		
2013 Results	After 1 year	After 2 years	After 3 years	End of year 4	End of Year 5	End of Year 6
	27% achieved at or above the standard	63% achieved at or above the standard	67% achieved at or above the standard	58% achieved at or above the standard	51% achieved at or above the standard	58% achieved at or above the standard
2014 Results	After 1 year	After 2 years	After 3 years	End of year 4	End of Year 5	End of Year 6
Actual all groups	12% achieved at or above the standard	66% achieved at or above the standard	59% achieved at or above the standard	62% achieved at or above the standard	57% achieved at or above the standard	62% achieved at or above the standard

What did we do in 2014 to progress reading achievement?

Inquiry and knowledge building

Ranui Primary has a big commitment in using 'teaching as inquiry'. Research shows that the quality of the teacher has the biggest impact on how students achieve: Therefore we are committed to on-going, school-wide professional development of all staff to enable them to reach their fullest potential.

In 2014 as a part of Ranui's Teaching as Inquiry model we are looking at our classroom practice through the frame work of Michael Absolum's Assessment for Learning framework.

First it was important to establish a learning focussed relation so the students and the teacher know what they can do.

Next looking at how they can improve and setting a clear pathway to achieve this.

Then using this information to self-reflect, assess against and to make decisions about their future learning.

Intervention Design for reading

	Number of Weeks	Frequency of lessons	Lesson length
Withdrawal	14	daily	1hr

The design of this ALL intervention in Year 1 was to withdraw the target group for 1 hour a day from their classroom programmes to work as a group on writing. The approach that was implemented from each of the teachers for Year 1 followed the framework of Michael Absolum's 'Assessment for Learning'. This was a very effective approach as it empowered the students by giving them the tools to talk about their learning as it was and plan to make it better. The learning pathway for them was clearer and because of this they were able to self-reflect and plan future learning. They knew themselves as learners. Ranui Primary as a whole are still currently inquiring into our teaching practice through the Assessment for Learning framework.

This same model of good practice was used for our Year 2 intervention target group for Reading. And also added to it by creating an afterschool reading group on a Thursday afternoon. We had help from a community group that were keen to work alongside the students listening to their reading and to help the students to be reflective of their reading.

The question needs to be asked though, how sustainable is the model of releasing a classroom teacher for this intervention? As a school we may need to look at different scenarios such as specialised teachers for these short term interventions.

Intervention Implementation

What were the strategies/learning conditions that supported acceleration?

Identify the three – five key factors that made the difference.

1. Learning Focused Relationship
2. Clarity
3. Self-Assessment
4. Feed back
5. Future Learning

(All of the 5 strategies above incorporate deliberate acts of teaching)

<p>Self-Review Tool for Schools: Focus on Students Achieving Below Curriculum Expectations in Literacy and Mathematics (Years 1-8)</p>	<p>Rubric 6 – Choices approaches and interventions – An Effective Mix How effectively and appropriately does our school choose cost-effective mix of approaches and interventions for our students achieving below curriculum expectations in literacy. Based on and supported by:</p> <ul style="list-style-type: none"> * a sound knowledge of strengths and need of the students achieving below curriculum expectations in literacy... * a thorough knowledge of people and material resources available * a literacy learning culture within the school <p>The school makes sound, well based decisions about which mix of resources and approaches to use in order to best meet the needs of the students served.</p>
<p>Our schools initial rating and comment Feb 2014</p>	<p>Developing Effectiveness Within the three tiers of INTERVENTIONS FOR PRIORITY LEARNERS as found in The Ranui Primary Curriculum Achievement Plan for Literacy there are tools used to analyse each individuals learning. We use; Assessments Tools, Student Voice and Observations. At all three tiers we also use Whanau voice depending on the situation. In the first tier to help identify the strengths and needs of all individuals within a classroom. Each classroom teacher completes and uses a data analysis which summarises all the Assessment tools used (voice, observations, assessment data). This is used by the leaders in each of the areas of the school to assist in monitoring all children. It is a great tool to identify and monitor all but especially those students who are below the National Standards. The children who are below are identified and the tier 2 or 3 support is then put into place for them. Also at weekly whanau and management meetings student progress is discussed.</p> <p>The tier 2 support interventions; are short term supplementary learning support intervention programmes that can either operate in or outside the classroom environment. These are designed based on the data and information known about the learners and created to support the targeted learning needs of the individuals.</p> <p>The tier 3 support interventions; are support that is sought by Specialist Support Agencies—Usually based on referrals from the classroom teachers and whanau. This tier definitely involves the whanau and the student, working alongside the school and any other support needed to help the student.</p>
<p>Our school's final rating and comment Dec 2014</p>	<p>Consolidating effectiveness/ Developing Effectiveness</p> <p>Tier 2 has been a big focus through our ALL intervention. Ranui Primary has redesigned how this operates within our school. Our supplementary Learning Support Team (S.L.S Team) has a clear understanding of its role and purpose within our school. A lot of time and development has gone in and is still happening for the S.L.S Team.</p> <p>As a team they have worked together looking at assessments, the data and what they were saying about the individuals, information about the individuals; and also programmes that could meet the needs of the students. These programmes are continually reviewed and altered to meet and target the needs of the students.</p>

<p>Self-Review Tool for Schools: Focus on Students Achieving Below Curriculum Expectations in Literacy and Mathematics (Years 1-8)</p>	<p>Rubric 9 – Accelerated progress for students achieving below curriculum expectations in literacy</p> <p>To what extent and how does our school achieve progress for our students achieving below curriculum expectations in literacy? Is our students’ progress fast enough to be considered “minimally Effective”, “Highly Effective” (etc.)? How well is the potential of the students realised? How effectively is the school reducing any disparities in literacy progress? And, how effectively is progress monitored and analysed, and information shared and used to inform practice?</p>
<p>Our school’s initial rating and comment Feb 2014</p>	<p>Developing Effectiveness</p> <p>All of the criteria in this description are definitely happening. The only factor is, the accelerated progress of students achieving below in literacy is not fast enough to ensure that the vast majority of those students are at the level consistent with the L.L.P by the time they leave school.</p> <p>We are monitoring this part and this is a definite focus for us. This is why we are inquiring into our classroom practice and also looking at the all Supplementary Learning Support.</p> <p>But other factors come in to play for our school as well. So, it is important for our students that we try our best to eliminate barriers to learning. PB4L and Kids Can play a huge part in our school also.</p>
<p>Our school’s final rating and comment Dec 2014</p>	<p>Developing Effectiveness</p> <p>The Curriculum Achievement Plan and ALLS Lead facilitator have been helpful in showing us at Ranui that we need to collect further information on what interventions are effective. We also need to consider at what levels of the school we need to target with specific interventions. We are also investigating the impact of ESOL and the large number of transient students and how we can best meet their needs.</p>

Accelerated student achievement

What was the impact of the intervention on student achievement?

All students in the intervention made progress but to varying degrees

To what degree was this accelerative progress?

The data shows that all the learners in this intervention have made progress.

- *Two learners have made the ideal accelerated progress we would have liked to have seen for all, they moved five stanines.*
- *Two others moved +2 stanines*
- *Three learners moved +1 stanine*

The biggest increase can be seen in Sub test 3 (Paragraph comprehension), with an overall increase of 29 points.

Sub test 2 (sentence comprehension) and 4 (Vocabulary) are still reasonably low for most of the learners.

What was the impact on student motivation, engagement and student agency? How did you gain this information?

The confidence and attitudes of the learners' and towards reading have changed tremendously. They are using strategies within the classroom to help them with difficulty text. Their classroom teachers have commented that the majority of the students on this intervention are applying what they learnt from the ALL intervention. The students themselves have spoken about how they find it easier to understand when they read. One individual is now getting extra tutoring outside of school.

It was important for the learners to discuss what they needed to do to improve and to set goals on where they should be. This made the learning pathway clearer for them and it was used to self assess their progress and to reflect on whether they felt they had achieved each learning intention.

This information was gathered from interviews with the boys, their teachers and their after school homework club tutors.

Refocus and deepening the inquiry

*Describe what is being put in place to sustain the learning and monitor the progress of intervention students who **have met** New Zealand Curriculum expectations.*

All teachers collect information from assessments, children's voice and observations to complete a data analysis. This helps the classroom teacher to identify where all children are at in comparison to the National Standards.

At a whanau level (syndicate level) the senior teacher tracks all students. Literacy leaders track, monitor and report on the intervention students.

*Describe what is being put in place to accelerate the learning and monitor the progress of intervention students who **have not met** New Zealand Curriculum expectations.*

The Supplementary Learning Support Leader also tracks the information at a school level. As a team the Supplementary Learning Support team discuss programmes that will meet the needs of those intervention students who have not met the National Standards.

Literacy leaders track, monitor and report on the intervention students. Some of the students continue to be a part of the after school reading homework club. One student who has very poor attendance has been referred to School support service. One is attending Kip McGrath afterschool programme subsidised by Waipareira.

Describe what is being put in place to sustain the learning across your school.

All of the staff are focusing their teacher inquiries around Assessment for Learning. We share good practice stories in fortnightly monitoring groups discussing what worked well, getting input from our peers and next steps. We also have presentations to the staff reporting on our monitoring groups but especially the impacts of our practice on student progress.

Curriculum and Achievement plan – *Describe the process of developing your Curriculum and Achievement Plan.*

Initially we were quite confused about purpose and expectation regarding the CAAP as the facilitators did not seem to have a clear idea of what was expected of us. We were given some models but we didn't fully understand the purpose of this and the questions about the CAAP seemed to come up at every meeting. Basically we took one of the example and used it to develop our own plan.

As an ALL team we reviewed what we already had in place and put it all on to one achievement plan. We shared this with the school management team and then with Whanau teams.

By doing this and after conversations with Gaylene we now clearer about how it could be used and what it means for us school wide looking at different interventions that can be targeted at different areas of the school. We now see ways in which we can develop it further and for it to become more useful in our planning and resourcing decisions. It gets us to continually look at our Tier 1 practices and ask the question is it effective enough to meet the needs of children before the require a Tier 2 intervention.

We have also now created a Mathematics Curriculum Achievement Plan.

Intervention Evaluation

What new learning have we acquired this year as a result of the work you have been doing?

Building our knowledge of Student Focused Relationships increases student agency. Sharing the information with students, breaking down assessments with them to support them to better understand the purpose of their learning and how they can improve.

Evaluation of interventions, constant review of the tier 1 and tier 2 practices.

Using the assessment tools to better identify gaps and areas of learning.

Ranui School - Areas of Strength - Reading

Our students are making their biggest gains during their 2nd Year of school with 62% at or above

The year 2 target group RTLit target class made accelerated gains in 3 terms

Ranui School - Areas for Improvement - Reading

All year groups and cohorts require improving but in particular after the 1st year at school

To improve student ability to understand and gain meaning from the text by improving comprehension strategies for all cohorts

Ranui School : Planned Actions for Improvement (Reading)

Annual Aim for 2015: to increase the number of students achieving 'at' or 'above' the National Standard for Reading

Actions for 2015:

2015 Annual Targets

All students who are not achieving success in relation to the National standards for Reading will have achieved accelerated (more than one year) progress over the 2015 school year, progressing towards, at or above the expected National Standard with a particular focus on the following cohorts

All year 0 students by the End of their first year at school

The 88% of Year 1's below at the end of 2014 will have reduced to 30% by the end of year 2 2015

(12)Year 3 and 4 students on the RTLit project will make accelerated gains moving them towards the National standard in reading

(19) 44% of Year 5 students who at the end of 2014 were below or well below will have reduced to 20% by the end of year 6

Students with special learning needs who are operating at level 1 of the curriculum and are on Individual Education Plans will achieve their individual targets in reading and progress them towards the National Standard expectations by the end of 2014.

Actions to achieve Reading targets

RTLit teacher coaching model to support 2 teachers in the middle school targeting the needs of 12 priority learners in years 3 and 4.

QAR comprehension strategy PD for all teachers and learning assistants. QAR to be implemented in all classes to reduce the need for support programmes in Tier 2

Word development PD and exploration of effective strategies by literacy leaders to develop school wide Ranui Word development programme for all year levels.

2014 ALLs group to be monitored and working in SLS group focusing on QAR

Junior school focus on Word development /spelling/oral language – phonological and phonemic awareness, alphabetical principles, sound and word knowledge, blends and diagraphs.

Review assessment data with teachers to identify target groups and determine the particular learning needs of target students. All students below and well below to be identified on Expectation Grids copies to senior leaders, curriculum leaders and SLS lead teacher. This will be used to select students for the SLS supplementary learning support programmes – Reading Recovery x2 teaches, ESOL programme, Teacher aide support programmes, RTLit project

Examine whole school data to select students

Develop a process for selecting students that are recommended for SLS

Breakdown data to identify the learners and examine the assessments to plan a targeted programme

Set up a profile sheet to monitor progress each term for individuals to track their rates of progress

SLS team to identify where the individuals are at, compared to the NS and monitor over the year

SLS support identified learners in the middle school resourcing them with literacy activities

Track a cohort to measure the effect size in both SLS and Reading Recovery

Review procedures for Reading Recovery

- Year 1 and 2 teacher development and support in administration and analysis of Observation Survey to guide planning and make informed decisions on targeted teaching to shift students out of Stanine 1 and 2 to expected stanine. Induction and training for new junior staff

<p>Review assessment data with teachers to identify target groups and determine the particular learning needs of target students. All students below and well below to be identified on Expectation Grids copies to senior leaders, curriculum leaders and SLS lead teacher.</p> <p>Develop process for entry into SLS programmes and monitoring</p> <p>This will be used to select students for the SLS supplementary learning support Tier 2 programmes</p> <p>Reading Recovery 1 teacher</p> <p>RTLit project</p> <p>SLS reading support groups</p> <p>ESOL support groups</p> <p>Collection and analysis of cohort data to measure the impact of SLS programmes including Reading recovery</p>
<p>New reading data collected by each teacher according to assessment schedule, entered into SMS, analysed and shared with Leadership team, with specific focus on close tracking of target student. Review of data entered to ensure full comprehensive, quality data. Ensure no gaps in recording of achievement information. New section included for teacher comment on reading behaviours and analysis.</p>
<p>Year 1 and 2 teacher development and support in administration and analysis of Observation Survey to guide planning and make informed decisions on targeted teaching to shift students out of Stanine 1 and 2 to expected stanine. Induction and training for new junior staff</p>
<p>Actions to achieve Reading targets</p>
<p>Regular discussion on student progress through whanau hui to discuss progress of target students.</p> <p>Term class data reports showing progress of all groups and target setting and review to inform planning</p>
<p>Whanau conferences held to share student's levels, strengths and areas for development. Each student/whanau/teacher will set a reading target and commit to working together to achieve it.</p> <p>Reading support materials at appropriate levels provided for all parents/whanau.</p>
<p>Teacher workshops on strategies to support ESOL readers - ELLP PD for staff, ELLP resources for every class and every teacher. ELLP planning included in the literacy and Inquiry plans</p>
<p>Moderation of running records and teacher workshops to ensure consistency in data collection and understanding of student needs</p>
<p>Staff PD on analysing RR and using to inform students of their learning needs and planning of further teaching to address gaps</p>
<p>Staff development on using easTTle reading data formatively to inform next learning steps and teacher development on using STAR results to inform teaching.</p>
<p>One experienced teacher to deliver reading recovery. 2 hui per term .Develop forms and procedures to be followed.</p> <p>Visual presentation to the BOT end term 4</p>
<p>Close tracking of discontinued Reading Recovery students, keep separate wedge progress graph and ensure supports are put into place where appropriate</p> <p>2x termly Reading Recovery Team hui with Reading Recovery teachers , SLS lead teacher, SENCO and Principal to discuss student progress and programme, discontinuations, tracking and measuring the impact of the intervention. Regular updates reported to the BOT through principals report and end of year detail review at November meeting</p>

Focus	Writing																									
Strategic Aims	To raise the rate of progress for all students deemed at risk of not achieving at the National Standard for writing																									
Annual Aim for 2013	All students who are not achieving success in relation to the National Standard for writing will have achieved accelerated (more than one year) progress over the 2014 school year progressing them ‘towards’, ‘at’ or ‘above’ expected National Standard.																									
Baseline Data 2014	Baseline data: Analysis of school-wide writing data in November 2013 showed that only 45% of students overall were at or above the standard We have identified a further concerns that 58% of girls were at or above the standard in writing and only 33% of boys are ‘at’ or ‘above’ the standard. Students after the 1 st , 3rd and 4th years at school have large numbers achieving below and well below expectation.																									
Target groups 2014	Targets for 2014 All year 1 students Year 2 Pasifika Boys and girls Year 4 Males (5 Maori and 11 Pasifika) Year 5 Pasifika Boys who are writing below or well below the standard in 2013 will have made more than one year’s progress and will be reading at or above the standard by the end of 2014																									
Target group outcome	All target group students in years 4- 6 made accelerated gains and in particular the AFL Assessment for Learning monitored targets groups made the biggest gains overall <i>(we are unable to measure the effect size gains of students in year 0-3)</i>																									
Year group effect sizes	Effect size Term 1 2014 – Term 3 2014 <i>‘Effect size is a simple way of quantifying the difference between two groups of data. It is particularly valuable for quantifying the effectiveness of a particular intervention (Coe, 2002) For the purpose of this report effect size can only be reliably used for Years 4-6.</i> The professional learning and development BES suggests 0.2-0.4 is a small but educationally significant impact 0.4-0.6 is a medium educationally significant impact and Greater than 0.6 is large educationally significant impact Our 2014 target student results <table><tr><th>Year Level</th><th>Mean</th><th>No. Students</th><th>Effect size</th></tr><tr><td>Year 4</td><td>1246.38</td><td>24</td><td>0.83</td></tr><tr><td>Year 5</td><td>1335.82</td><td>28</td><td>0.48</td></tr><tr><td>Year 6</td><td>1469.54</td><td>41</td><td>0.48</td></tr><tr><td>target group 4-6</td><td>1424.53</td><td>19</td><td>0.88</td></tr></table> The effect size shown is the rate of progress students have had above the expected year’s progress. This is accelerated shift, so the results are very pleasing, as the teachers and students shifts in writing have come to the fore. However despite the accelerated gains we still have an over proportionate number of students not reaching national standards.						Year Level	Mean	No. Students	Effect size	Year 4	1246.38	24	0.83	Year 5	1335.82	28	0.48	Year 6	1469.54	41	0.48	target group 4-6	1424.53	19	0.88
Year Level	Mean	No. Students	Effect size																							
Year 4	1246.38	24	0.83																							
Year 5	1335.82	28	0.48																							
Year 6	1469.54	41	0.48																							
target group 4-6	1424.53	19	0.88																							
	After 1 year	After 2 years	After 3 years	End of year 4	End of Year 5	End of Year 6																				
2013 results	73% achieved at or above the standard	32% achieved at or above the standard	27% achieved at or above the standard	46% achieved at or above the standard	60% achieved at or above the standard	54% achieved at or above the standard																				
Actual results by year level	After 1 year	After 2 years	After 3 years	End of year 4	End of Year 5	End of Year 6																				
	38% achieved at or above the standard	54% achieved at or above the standard	31% achieved at or above the standard	34% achieved at or above the standard	51% achieved at or above the standard	62% achieved at or above the standard																				

Ranui School - Areas of Strength - Writing

Teacher inquiry target groups making accelerated gains .88 effect size shifts for all teacher inquiry target students Yr 4-6 .83 effect size shift for all year 4 students. Both shifts show large educationally significant impact.

The above effect size shifts show acceleration in progress for all those students below and well below however this has not been sufficient to move them a significant number to at or above the standard

Ranui School - Areas of Improvement -Writing

Analysis of student writing and easTTle results shows a school wide need focus on a word development program

Improved writing progress in the first year at school to ensure students meet the standard and are not playing catch in consequent years

Actions- What did we do? See below

Impact of Teacher Inquiry Project on Target Student Achievement 2014

Goal: Teachers to select a target group of students with a particular focus on Pacifica and Maori Boys and develop an inquiry plan based on their practise to accelerate student's progress in writing. Expectation that all target students will make more than one year's progress and will be writing at or above the standard by the end of 2014.

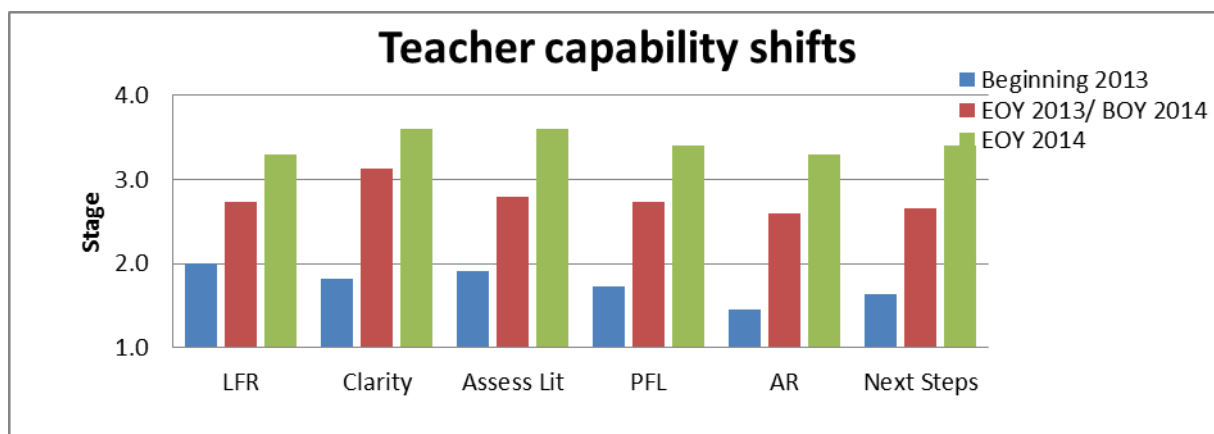
Target Students: Teachers were given clear guidelines for selection of their target monitoring groups. i.e.

Maori or Pasifika boys or girls who were sitting no more than two sublevels below National Standards. Different areas of the school also had their own 'target goals' which they also took into consideration when choosing their students.

Areas for development: Some teachers had difficulty with their students roll over data as there seemed to be some mismatches however, this was put down to a change in the tool teachers were using when entering data and students dropping back after the holiday period.

What happened: Teachers focussed on AFL capabilities that they felt would lift student achievement. Their inquiry was based on trying something different to see if it would help improve their target students writing abilities. Teachers were to work with this group as much as possible throughout the week and report back student's progress at their fortnightly monitoring meeting. Monitoring meetings were opportunities for teachers to show the progress their students were making and discuss the impacts of their new teaching practices. It was also a chance for teachers to talk about what was working well and what wasn't. Peers gave advice and feedback and shared effective practice.

Main areas of improvement in the teacher's capability matrix:



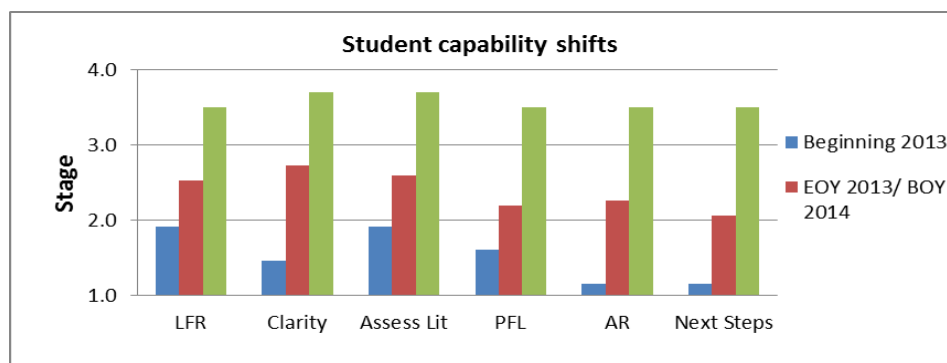
There are very positive gains in all areas. . All teachers and their students have made considerable gains in all areas of the matrix with the average on a scale of 1-1.5 for students and 0.5 – 0.8 for teachers. Learning focused relationships is a little lower than the other areas but closer review shows this is attributed to three teachers who need more work in this area

LFR Learning focused relationships

AR Active Reflection

PFL Promoting Further Learning

Main areas of improvement in the student's capability matrix:



The main area of shift for students is Next Learning Steps. At teachers inquiry presentations a lot of teachers talked about how familiar their students were becoming with AFL. They were exposed regularly to AFL practise and because teachers had a real clear understanding around clarity (shift of 1 level) and promoting further learning (shift of 1.3 level) and active reflection (shift of 1.2 level). Students had more clarity about their Next Learning Steps. The school also developed student writing annotation sheets giving all students the opportunity to analyse and annotate their own writing, this smart tool also clearly identifies their next steps. For teachers Learning focussed relationship and Clarity made the least amount of shift. As a school we had made significant gains already (shift of 1.3 level) in the previous year so teachers chose different capabilities to focus on in 2014.

Effect size Term 1 2014 – Term 3 2014

'Effect size is a simple way of quantifying the difference between two groups of data. It is particularly valuable for quantifying the effectiveness of a particular intervention (Coe, 2002) For the purpose of this report effect size can only be reliably used for Years 4-6.

The professional learning and development BES suggests

0.2-0.4 is a small but educationally significant impact

0.4-0.6 is a medium educationally significant impact and

Greater than 0.6 is large educationally significant impact

Ranui results 2014

Year Level	Mean	No. Students	Effect size
Year 4	1246.38	24	0.83
Year 5	1335.82	28	0.48
Year 6	1469.54	41	0.48
target group 4-6	1424.53	19	0.88

The effect size shown is the rate of progress students have had above the expected year's progress. This is accelerated shift, so the results are very pleasing as the teachers and students shifts in writing have come to the fore.

Areas for further development: Learning focussed relationship is the foundation of what makes AFL really successful. In term 1 this will be the schools focus . Teacher inquiries raised common concerns about vocabulary, punctuation and sentence structure. This will be a focus next year for teacher professional development.

Areas of focus for 2015 word development /spelling/oral language – phonological and phonemic awareness, alphabetical principles, sound and work knowledge, blends, diagraphs etc. We will be developing a Ranui word development programme across all levels of the school.

To do this the literacy team will

Get expert Input / Facilitators/ Research and gather information about word development

Gather information on what teachers are already doing

Trial new strategies and programmes that meet our needs

Develop our own Ranui Word Development programme.

Ranui School : Planned Actions for Improvement (Writing)

Annual Aim: All students who are not achieving success in relation to the National Standard for Writing will have achieved accelerated (more than one year) progress over the 2015 school year progressing them 'towards', 'at' or 'above expected National Standard.

Targets:
Targets for 2015
Year 2 Pasifika Boys and girls
Year 4 Males (5 Maori and 11 Pasifika)
Year 5 Pasifika Boys
who are writing below or well below the standard in 2014 will have made more than one year's progress to move them towards at or above the writing standard by the end of 2015

1. ELLP teacher development and integrated planning to support all ESOL learners
2. Review assessment data with teachers and determine the particular learning needs of target students. Identify target students on school expectation grid and select target groups to be focus of teacher inquiry 2015 term 1
3. Administration of e-asTTle writing , moderation in teams then school wide moderation.
4. Writing data collected by each teacher term 1 week 3 – teachers identify which students need priority support- targeted instruction to accelerate progress
5. Teams to do an in-depth analysis of easTTle data and focus on elements that have come up as weaknesses across their teams.

Teachers develop their own inquiry into teaching based on these target students needs.

8. Monitoring groups established, 3 weekly monitoring meetings to discuss progress and how their inquiry into practice is impacting the progress of their target students.
7 pilot classes on LwDT PLD inquiring into use of digital technology to accurate achievement in writing

10. Whanau conferences held to share student's levels, strengths and areas for development. Each student with thier whanau and teacher will set a writing target and commit to working together to achieve it. Ranui School writing profiles and student annotated samples used to report to parents and inform targets.

PLD Formative Assessment practices – In school professional development regarding formative assessment in writing across the curriculum linked to teacher performance management system

Year /3 teachers continue with 2014 identified goals peer observations and practice videos. PAC for feedback and support next learning goals 2x per term.

Year 1 teachers introduction year to AFL and teacher capabilities

Development of AFL leaders to manage observation and conduct PAC conversations and design / deliver AFL staff meetings on the teacher capabilities .

AFL leaders mentor teams to conduct PAC Practice Analysis Conversations with peers to grow understanding, reflection and delivery of AFL at Ranui.

PD understanding valid constructive and honest feedback and dealing with conflicting situations e.g. Open to Learning conversations.

14. School wide use of Ranui Writing Profiles for all students, and teacher development to use this as a SMART tool to give real clarity so that teachers, students and parents can clearly articulate, where they are at with their learning, where they need to go and what they need to do to get there.
15. Annotated samples used by all students to inform the writing profile, self-assess, inform next steps and report to their parents in correlation with the Whanau conference sheet.
16. Writing Profile to ensure rich opportunities to write across the curriculum to strengthen decisions making for OTJs in writing
Mutukaroa parent partnership programme for students in their first 2 years at school. Collaboratively setting writing targets with PFW, supporting and tracking progress

Focus	Mathematics					
Strategic Aims	All students are able to access The New Zealand Curriculum and Te Marautanga o Aotearoa as evidenced by progress and achievement in relation to the National Standards and Nga Whanaketanga Rumaki Maori					
Annual Aim for 2014	To increase the number of students achieving at or above the National Standard for Mathematics					
Baseline data 2014	Baseline Data Analysis of 2013 school wide mathematics data shows that although we have 64% of students achieving at or above National Standards in Mathematics further analysis shows that only 50% of year 3 students were at or above expectation and 51% of year 5 students					
Targets 2014	<u>Targets for 2014:</u> Year 2 Pasifika Year 4 Boys Year 6 Maori students assessed at well below or below will make more than one year progress in mathematics (accelerated progress) moving them to be working 'at' or 'above' the expected standard Students with special learning needs who are operating at level 1 of the curriculum and are on Individual Education Plans will achieve their individual targets in mathematics and progress them towards the National Standard expectations by the end of 2014.					
Target group results	Year 2 Pacifica who are working below —total 7 students 85% (6) students made 1-2 years gains 1 student had intensive support and made slow gains, she will continue to require intensive support throughout her schooling. Year 4 boys—13 students working below 15% (2) boys made gains of 3 years 23% (3) boys made gains of 1year + 62% (8) boys made gains within their of 6mths—1 year Year 6 Maori—total 7 students 4 below and 3 well below 43% (3) females made 2 years accelerated gains. 29% (2) males made gains of 1 year + 28% (2) males made gains of 6months + well below with intensive supports making slow gains					
	After 1 year	After 2 years	After 3 years	End of year 4	End of Year 5	End of Year 6
2013 results	91% achieved at or above the standard	69% achieved at or above the standard	50% achieved at or above the standard	65% achieved at or above the standard	49% achieved at or above the standard	73% achieved at or above the standard
Actual results for all cohorts	After 1 year	After 2 years	After 3 years	End of year 4	End of Year 5	End of Year 6
	75% achieved at or above the standard	69% achieved at or above the standard	47% achieved at or above the standard	38% achieved at or above the standard	62% achieved at or above the standard	75% achieved at or above the standard
ACTIONS (What Did We Do?)	OUTCOMES (What Happened?)		REASONS FOR THE VARIANCE (Why Did It Happen?)		EVALUATION (Where To Next?)	
JAM assessment administered in years 0-2	Teachers used JAM to assess Y0-2 children in numeracy All teachers provided with a JAM kit		Consistency across junior school JAM provides more information than gloss		Continue with jam assessment and ensure new staff are inducted into the use of Jam. Ensure that the strand components of Jam are administered	
GloSS testing undertaken in years 3-6	All teachers collected data at 2 collection points Data analysis termly		Data entered on musac Class/school wide picture obtained Areas of need identified		Continue with GloSS assessment twice yearly. Induct new staff into the administration of GloSS	
Continued moderation by lead teacher in of GloSS & JAM	Children in Years 3-6 were re-tested Inconsistencies in recording and marking identified		Differences in current results with previous year's results Teachers have better understanding of test		ensure new staff have Gloss Pd ensure both random selection and inconsistencies are check and moderated	
moderation of OTJ's staff meeting system in place for years 1-3 to support collection of evidence	staff better informed of types of assessment required to form an OTJ staff were consistent in the ways and amounts of evidence collected		more consistency across the school on OTJ OTJ's entered (1-3) in a timely manner		ensure new staff are inducted continue with regular discussion around the gathering of evidence to make OTJ imbed system to the Year 4 - 6 area of the school	

Ranui School - Areas of Strength - Mathematics

After 1 year, 75% reached or exceeded the National Standard.

75% of our children achieved or exceeded the National Standard at the end of year 6.

% of the Special Needs students on Individual Education Plans did achieve their individual targets in mathematics

Ranui School - Areas of Improvement - Mathematics

Only 46.6% of our children have achieved or exceeded the National Standard after 3 years of school.

Only 38.5% of our children have achieved or exceeded the National Standard at the end of year 5

Targets for 2015:

Year 4 Pacifica and Maori students ,Year 5 Pacifica and Maori male students

assessed at well below or below will make more than one year progress in mathematics (accelerated progress) moving them to be working 'at' or 'above' the expected standard

Students with special learning needs who are operating at level 1 of the curriculum and are on Individual Education Plans will achieve their individual targets in mathematics and progress them towards the National Standard expectations by the end of

Actions to achieve Mathematics targets

Teachers are confident to teach maths & seek help when they feel out of their depth	<p>Staff meeting with Math focus termly based on school need (evidence in data) and teacher personal needs (questionnaire)</p> <p>Lead teacher to be available to observe, model lessons</p> <p>Termly walk throughs / for support of teachers / support for teacher aides</p>
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Teachers are using effective assessment practices to identify needs and implement programmes accordingly.	<p>All students year 3-6 to have GLOSS interviews twice a year</p> <p>All students year 0-2 JAM interview at anniversary</p> <p>Maths team to collate data, & use data to report to BOT</p> <p>Data used to inform planning</p> <p>Expectation grids used to track student achievement</p> <p>Formative assessment will be the backbone of the numeracy programme evident in modelling books</p> <p>Students will have learning intentions made explicit and will receive timely quality feedback aimed at providing the scaffolding needed to move up to the next level</p> <p>All students to be provided with individual student profiles (ican) to ensure they have a clear understanding of what they need to know to progress (to be reviewed regularly)</p> <p>Group icans to be used</p>
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Teachers are talking about student's achievement and how to move them ahead	<p>Whanau teams to have professional conversation groups</p> <ul style="list-style-type: none"> focused specifically on student achievement resourcing, ideas and support targeted monitoring group in numeracy <p>Use 'walk thru' model in order to develop professional conversations to support teachers by both Math Leader and Whanau leader</p> <p>Develop staff professional learning model that is needs based</p> <ul style="list-style-type: none"> Optional workshops –varying topics Transition from stage 4 to stage 5 Place value Basic facts Knowledge assessment <p>Inform staff of upcoming professional development courses held during the year</p>
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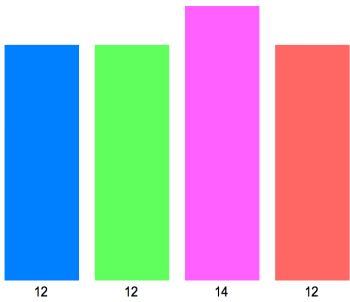
Teachers are planning and delivering strand lessons	<p>Use maths overview from curriculum delivery document</p> <p>Plan for strand using new curriculum document with links to national standards</p> <p>Use of portfolio sheets and group tracking sheets in Strand</p> <p>Plan strand being mindful of possible cross curricula links (integrated planning)</p> <p>Development of independent strand activities for group box focus</p> <p>Purchase appropriate strand equipment to support learning where needed</p>
Teachers are well resources to deliver quality teaching	<p>Update numeracy equipment where needed</p> <p>Explore concept of numeracy boxes, one to be purchased each year.</p> <p>Explore purchasing if Strand boxes of equipment</p> <p>Purchase pre-made JAM kits for Junior School</p> <p>Explore viability of programmes such as 'mathletics'</p> <p>Inform staff of appropriate web sites and resources that will enhance their programme</p>
Build a sound knowledge of basic facts across the school	<p>Inquiry as to how knowledge and basic facts are taught across the school? – analyse/observe and check relevance –</p> <p>Explore resources that promote instant recall of basic facts & place value</p> <p>Explore concept of 'mathathon' to raise funds for purchasing equipment & games</p> <p>Use independent activities that reflect basic fact and place value knowledge</p> <p>Strong need to develop problem solving strategies</p> <p>Explore concept of patterns and structure knowledge to identify gaps</p>
Transition of children from stage 4 to stage 5 and beyond	<p>Run specific whanau meeting about transition to stage 5</p> <p>Increase children's knowledge of basic facts and place value – importance of instant recall, starting from Junior School</p> <p>Ensure children's independent activities align with knowledge needs</p>
Formalise assessment and recording of student progress across the strands	<p>use e-asttle assessment for strand from year 4 up or those year 3 who have an 8 year + reading ability</p> <p>Use Musac to enter students data information & provide basis for reports</p> <p>Use group/individual tracking sheets provided in the curriculum delivery document</p>
Support programmes	<p>Co-ordinate with SLDS co-ordinator to ensure teacher aid programmes are meeting student need– ensuring iep's are in place</p> <p>Termly professional development for teacher aids provided by either Math Lead Teacher or other outside agencies where possible – needs based</p> <p>Math lead teacher meetings – budget for participation of this learning community and feedback relevant information to staff as needed</p>
Explore digital technologies to raise student achievement in Mathematics	<p>Explore ways in which to promote digital technologies within the mathematics programme</p> <p>Use of digital technologies in the SLS programmes (ipads etc.)</p> <p>Best use of mathematical apps</p>

ANALYSIS OF 2014 NGĀ WHANAKETANGA RUMAKI MĀORI ACHIEVEMENT DATA

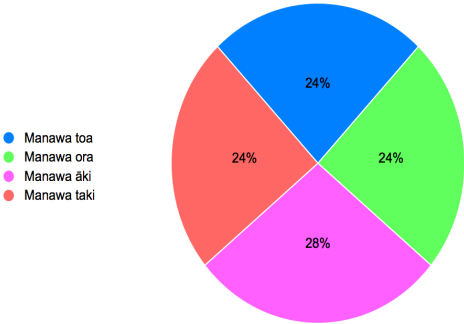
Pānui

Results

Number of ākonga in kura at each achievement level for Pānui as at 06-11-2014



Percentage of ākonga in kura at each achievement level for Pānui as at 06-11-2014

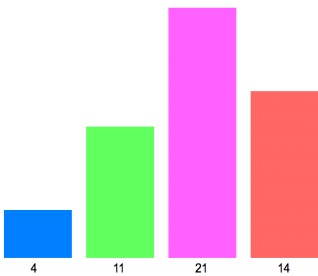


Tuhituhi

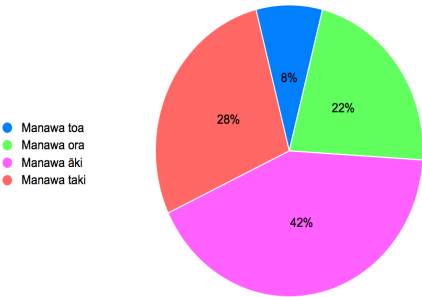
Results

Print report

Number of ākonga in kura at each achievement level for Tuhituhi as at 06-11-2014

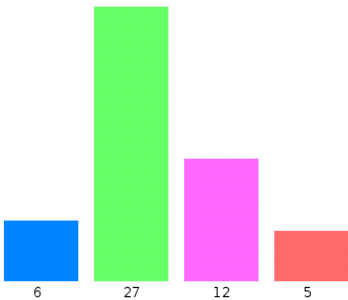


Percentage of ākonga in kura at each achievement level for Tuhituhi as at 06-11-2014

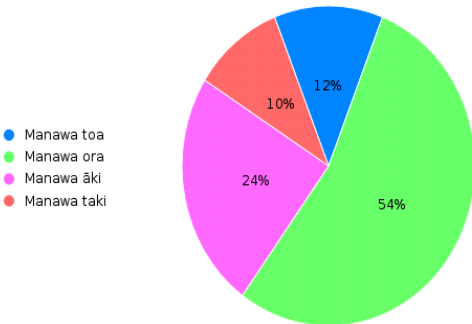


Te Tau

Number of ākonga in kura at each achievement level for Te Tau as at 18-12-2014



Percentage of ākonga in kura at each achievement level for Te Tau as at 18-12-2014



The first sets of graphs provide the overall picture of student achievement for all students in Te Whakatipu Kākano in panui, tuhituhi and tau.

Where we would we like to be

- Presently, student achievement in panui is better than in tuhituhi.
- Ideally we would like all of our students to be able to read and write at the same level.
- We need to ensure that there is a strong comprehension component in the assessment of panui. The explicit teaching of comprehension also needs to be reflected in panui teaching programmes.
- There is a huge disparity between achievement in panui and tuhituhi. It is unclear at this stage why there is such a disparity between the panui and tuhituhi data especially for some students in Waka 2.

ANALYSIS OF KUAKA ACHIEVEMENT INFORMATION – WHAKATIPU KĀKANO

Students in this group have had 5 or more months in English medium before enrolling in Te Whakatipu Kākano. This group has been termed Kuaka, the bird which migrates to Aotearoa from other places to feed and grow. There are 22 students in this group. Their names are listed below.

Student achievement information is presented in two ways: success against the Kuaka measure or a time in immersion measure and success against the Tui measure or time at school.

The Kuaka measure is useful information to share with students and parents as it recognises achievement given the actual time they have been learning in a Māori medium setting.

The Tui measure identifies where students are at based on their year level. This measure is useful for both students and teachers as it helps us to identify goals that would enable them to achieve or exceed national expectations.

What the data tell us

- It is pleasing to note that a number of students in both panui and tuhituhi are achieving at Manawa Ora or Manawa Toa against both the Kuaka and Tūi measures. It is likely that this is due to these students using their total literacy resources.

Table 1

PĀNUI: KUAKA

Ngā Whanaketanga Rumaki Māori: Pānui achievement using both **time in immersion** and **time in school** measures.

PĀNUI											
Achievement bands		Number of Mokopuna (Time in <u>immersion</u> measure)					Number of Mokopuna (Time in <u>school</u> measure)				
		W1	W2	W3	%		W1	W2	W3	%	
Manawa Toa	Exceeding national expectations	11	4	1	16	100%	4	2	0	6	41%
Manawa Ora	Achieving national expectations	2	3	1	6		1	1	1	3	
Manawa Āki	Working towards achieving national expectations	0	0	0	0		3	1	1	5	59%
Manawa Taki	Requires a modified programme	0	0	0	0		5	3	0	8	
		13	7	2			13	7	2		

Table 2

TUHITUHI: KUAKA

Ngā Whanaketanga Rumaki Māori: Tuhituhi achievement using both **time in immersion** and **time in school** measures.

TUHITUHI											
Achievement bands		Number of Mokopuna (Time in <u>immersion</u> measure)				Number of Mokopuna (Time in <u>school</u> measure)					
		W1	W2	W3	%	W1	W2	W3	%		
Manawa Toa	Exceeding national expectations	9	0	1	10	68%	1	0	0	1	23%
Manawa Ora	Achieving national expectations	2	2	1	5		3	0	1	4	
Manawa Āki	Working towards achieving national expectations	2	3	0	5	32%	8	2	1	11	77%
Manawa Taki	Requires a modified programme	0	2	0	2		1	5	0	6	
		13	7	2			13	7	2		

Table 3

TE TAU: KUAKA

Ngā Whanaketanga Rumaki Māori: Tuhituhi achievement using a time at school measure.

TE TAU						
Achievement bands		Number of Mokopuna				
		Waka 1	Waka 2	Waka 3	%	
Manawa Toa	Exceeding national expectations	4	1	0	5	64%
Manawa Ora	Achieving national expectations	5	2	2	9	
Manawa Āki	Working towards achieving national expectations	3	3	0	6	36%
Manawa Taki	Requires a modified programme	1	1	0	2	
		13	7	2		

ANALYSIS OF TŪI ACHIEVEMENT INFORMATION – WHAKATIPU KĀKANO

Students in this group have acquired the formal acquisition of their literacy resources in Maori medium settings. This group have been named Tui for the indigenous bird whose reo is heard throughout the country.

What the data tells us

- It is important to note that there is a significant proportion (4/5) of students in Waka 1 who have learning difficulties and who are involved with some type of school intervention such as IEP, RTLb, RTLit, Teacher Aid. These are highlighted in the chart above.
- Also, in pānui 8/13 students represented in Manawa Āki and Manawa Taki were involved in school interventions e.g. RTLb etc
- It is evident that the students in Waka 2 need a teaching and learning programme focussed on the cognitive aspects of reading such as skills and strategies in reading comprehension.
- The Waka 3 programme also needs to focus on teaching the cognitive aspects of reading especially for those students preparing to enter Waka 2.

Table 4 PĀNUI: TŪI

Ngā Whanaketanga Rumaki Māori: Pānui achievement for mokopuna who have only ever experienced learning in a Māori medium setting.

ever experienced learning in a Maori medium setting.

PĀNUI						
Achievement bands		Number of Mokopuna				
		Waka 1	Waka 2	Waka 3	%	
Manawa Toa	Exceeding national expectations	1	2	3	6	54%
Manawa Ora	Achieving national expectations	2	3	4	9	
Manawa Āki	Working towards achieving national expectations	2	3	4	9	46%
Manawa Taki	Requires a modified programme	0	3	1	4	
		5	11	12		

Table 5 TUHITUHI: TŪI

Ngā Whanaketanga Rumaki Māori: Tuhituhi achievement for mokopuna who have only ever experienced learning in a Māori medium setting.

TUHITUHI						
Achievement bands		Number of Mokopuna				
		Waka 1	Waka 2	Waka 3	%	
Manawa Toa	Exceeding national expectations	0	0	3	3	36%
Manawa Ora	Achieving national expectations	1	0	6	7	
Manawa Āki	Working towards achieving national expectations	3	4	3	10	64%
Manawa Taki	Requires a modified programme	1	7	0	8	
		5	11	12		

Table 6

TAU: TŪI

Ngā Whanaketanga Rumaki Māori: Tuhituhi achievement for mokopuna who are late enrolments to immersion using a **time at school** measure.

TAU						
Achievement bands		Number of Mokopuna				
		Waka 1	Waka 2	Waka 3	%	
Manawa Toa	Exceeding national expectations	0	1	0	1	68%
Manawa Ora	Achieving national expectations	2	5	11	18	
Manawa Āki	Working towards achieving national expectations	2	3	1	6	32%
Manawa Taki	Requires a modified programme	1	2	0	3	
		5	11	12		

What were the impacts on the learning?

As mentioned above, the Pānui Tuhituhi data shows disparity especially in Waka 2 where many of the students who feature in Manawa Ora or Manawa Toa in Pānui feature in Manawa Āki or Taki in Tuhituhi. This class had three different kaiako throughout the year, one of these being a beginning teacher and the other lacking experience in running effective literacy programmes. The constant changing of kaiako severely impacted learning programmes and achievement.

Our ohu (professional team of experts) who are Cath Rau, Chris Lowman, Ruth Tate and Whakatipu Kakano staff met at least once a term last year where we had discussions about how to lift achievement in pānui tuhituhi and as a result;

- Annotated Writing sheets were developed
- Weekly professional development hui throughout the year were coordinated and facilitated around tuhituhi and especially transfer.
- Learning how to use Māori medium writing tool 'He Manu Tuhituhi'.
- Writing the tuhituhi assessments
- Moderating tuhituhi examples
- Developing the visual writing levelled charts
- Using and understanding Te Reo Matatini
- Understanding how to cross level using TMOA, Ngā Kete Kōrero & Manu Tuhituhi

These hui have had a major impact on the learning as the kaiako are continually upskilling and taking the new learning to the classroom.

Where to next

As a result of our first Te Ohu hui in 2015, Cath Rau will be bringing a pānui/tuhituhi ICT programme designed for students who are at working at Manawa Āki and Manawa Taki for our tamariki. Her team will be supplying enough ipads to use in a single class. This programme was inspired by one of our tamariki in our unit.

Individual Kaiako transfer inquiries around a specific strategy in the classroom. This includes observations, feedback hui, and a feedback presentation to the staff of the new learning.

Pānui focus on comprehension using Sheena Camerons' resources and also Effective Literacy Practices book.

Collection of kōrero data 2015 year using 'Te Aromatawai Reo ā waha' for years 1-3 in term 1, and the use of the revised 'Hopukina' assessment for years 4-6 in term 2.

Regular use of the Annotated writing sheets in the literacy programme.

2014 National Standards Reporting (Due 1 March 2015)

Note the ethnicity figures below:

- are reported at Level 1 (Stats NZ Classifications)
- exclude students in ethnic groups MELAA or Other

School Number	Name	Report Name		Excluded >= 1 March		Excluded: No OTJ				
1458	Ranui School	NAG2A(c) Reporting		53		53				
Reading										
All Students		Well Below		Below		At		Above		Total
		Number	%	Number	%	Number	%	Number	%	No
		98	30.3	59	18.3	111	34.4	55	17.0	323
Maori		41	34.5%	23	19.3%	32	26.9%	23	19.3%	119
Pasifika		49	29.3%	33	19.8%	64	38.3%	21	12.6%	167
Asian		3	15.0%	1	5.0%	10	50.0%	6	30.0%	20
NZ European/Pakeha/Other European		4	44.4%	2	22.2%	2	22.2%	1	11.1%	9
Male		58	35.8%	32	19.8%	55	34.0%	17	10.5%	162
Female		40	24.8%	27	16.8%	56	34.8%	38	23.6%	161
After 1 year at school		44	67.7%	13	20.0%	4	6.2%	4	6.2%	65
After 2 years at school		12	19.7%	10	16.4%	23	37.7%	16	26.2%	61
After 3 years at school		14	31.1%	4	8.9%	22	48.9%	5	11.1%	45
End of year 4		8	15.4%	12	23.1%	19	36.5%	13	25.0%	52
End of year 5		13	28.9%	6	13.3%	19	42.2%	7	15.6%	45
End of year 6		7	12.7%	14	25.5%	24	43.6%	10	18.2%	55
End of year 7		0	-	0	-	0	-	0	-	0
End of year 8		0	-	0	-	0	-	0	-	0

2014 National Standards Reporting (Due 1 March 2015)

Note the ethnicity figures below:

- are reported at Level 1 (Stats NZ Classifications)

- exclude students in ethnic groups MELAA or Other

School Number	Name	Report Name		Excluded >= 1 March		Excluded: No OTJ				
1458	Ranui School	NAG2A(c) Reporting		53		53				
Writing										
All Students		Well Below		Below		At	Above		Total	
		Number	%	Number	%		Number	%		
		75	23.3	101	31.4	130	40.4	16	5.0	322
Maori		35	29.4%	37	31.1%	44	37.0%	3	2.5%	119
Pasifika		34	20.5%	53	31.9%	72	43.4%	7	4.2%	168
Asian		1	5.0%	7	35.0%	8	40.0%	4	20.0%	20
NZ European/Pakeha/Other European		4	44.4%	4	44.4%	1	11.1%	0	0.0%	9
Male		53	32.7%	55	34.0%	49	30.2%	5	3.1%	162
Female		22	13.8%	46	28.8%	81	50.6%	11	6.9%	160
After 1 year at school		17	26.6%	23	35.9%	24	37.5%	0	0.0%	64
After 2 years at school		11	18.0%	17	27.9%	32	52.5%	1	1.6%	61
After 3 years at school		15	33.3%	16	35.6%	13	28.9%	1	2.2%	45
End of year 4		17	32.7%	17	32.7%	16	30.8%	2	3.8%	52
End of year 5		10	22.2%	12	26.7%	17	37.8%	6	13.3%	45
End of year 6		5	9.1%	16	29.1%	28	50.9%	6	10.9%	55
End of year 7		0	-	0	-	0	-	0	-	0
End of year 8		0	-	0	-	0	-	0	-	0

2014 National Standards Reporting (Due 1 March 2015)

Note the ethnicity figures below:
 - are reported at Level 1 (Stats NZ Classifications)
 - exclude students in ethnic groups MELAA or Other

School Number	Name	Report Name		Excluded >= 1 March		Excluded: No OTJ				
1458	Ranui School	NAG2A(c) Reporting		53		53				
Mathematics										
		Well Below		Below		At		Above		Total
		Number	%	Number	%	Number	%	Number	%	No
All Students		44	13.7	78	24.2	166	51.6	34	10.6	322
Maori		18	15.1%	29	24.4%	62	52.1%	10	8.4%	119
Pasifika		23	13.9%	38	22.9%	87	52.4%	18	10.8%	166
Asian		0	0.0%	6	30.0%	11	55.0%	3	15.0%	20
NZ European/Pakeha/Other European		2	22.2%	4	44.4%	2	22.2%	1	11.1%	9
Male		29	17.9%	38	23.5%	78	48.1%	17	10.5%	162
Female		15	9.4%	40	25.0%	88	55.0%	17	10.6%	160
After 1 year at school		9	14.1%	7	10.9%	45	70.3%	3	4.7%	64
After 2 years at school		5	8.2%	14	23.0%	40	65.6%	2	3.3%	61
After 3 years at school		10	22.2%	14	31.1%	19	42.2%	2	4.4%	45
End of year 4		13	25.0%	19	36.5%	11	21.2%	9	17.3%	52
End of year 5		5	11.1%	12	26.7%	19	42.2%	9	20.0%	45
End of year 6		2	3.6%	12	21.8%	32	58.2%	9	16.4%	55
End of year 7		0	-	0	-	0	-	0	-	0
End of year 8		0	-	0	-	0	-	0	-	0