

Analysis of Variance Reporting



School Name:	Glenholme School	School Number:	1742
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Tātaritanga raraunga

Strategic Aim:

Annual Targets 2021

Whakapoungakau 2021 Writing Targets

31 Year 5 and Year 6 learners will make accelerated progress in Writing by December 2021. There are both Maori and non-Maori represented in this group.

Tihiōtonga 2021 Writing Targets

30 Year 3 and Year 4 learners will make accelerated progress in Writing by December 2021. There are both Maori and non-Maori represented in this group.

Pukehangi 2021 Writing Targets

20 Year 1 and Year 2 learners will make accelerated progress in Writing by December 2021. There are both Maori and non-Maori represented in this group.

Strategic Goals

GOAL 1:

All students are able to access the NZ Curriculum as evidenced by progress and achievement in relation to the Learning Progressions.

GOAL 2:

Maori learners are participating, achieving and contributing to Te Kura o nga Raupareparenga.

GOAL 3:

Pasifika learners are participating, achieving and contributing to Glenholme School.

GOAL 4:

Special needs students are participating, achieving and contributing to Glenholme School.

Professional Development

Collaboration, Moderation and PaCT Judgements using LPF Literacy – Kahui Ako
Visible Learning
PaCT PLD
Rotorua Central CoL/Kahui Ako
Digital Fluency PLD
Local Curriculum
BP4L

Teaching and Learning

Raise student achievement levels through:

- Effective planning, teaching practice and delivery
- Providing meaningful contexts
- Providing purposeful learning activities
- Providing memorable learning experiences
- Useful, purposeful and meaningful analysis of assessments
- Building positive relationships with students and whanau
- Structured performance management systems
- Effective PLD
- NZ Curriculum
- Ka Hikitia / Tataiako
- Glenholme Values/ Learner Dispositions
- Access to Local Curriculum
- Rotorua Central CoL/ Kahui Ako

STRATEGIC PLAN 2021 Overview “Improving Student Achievement”

Student Achievement

Numeracy – GLOSs, IKAN, JAM and PaCT
Literacy – Running Records and PaCT
Literacy Learning Intervention programmes
Maori, Pasifika and special needs student achievement
Attendance monitoring
Inter-School participation - academic, sports and cultural
Young Leaders Programme
Rotorua Central CoL/ Kahui Ako Achievement Challenges

School Community

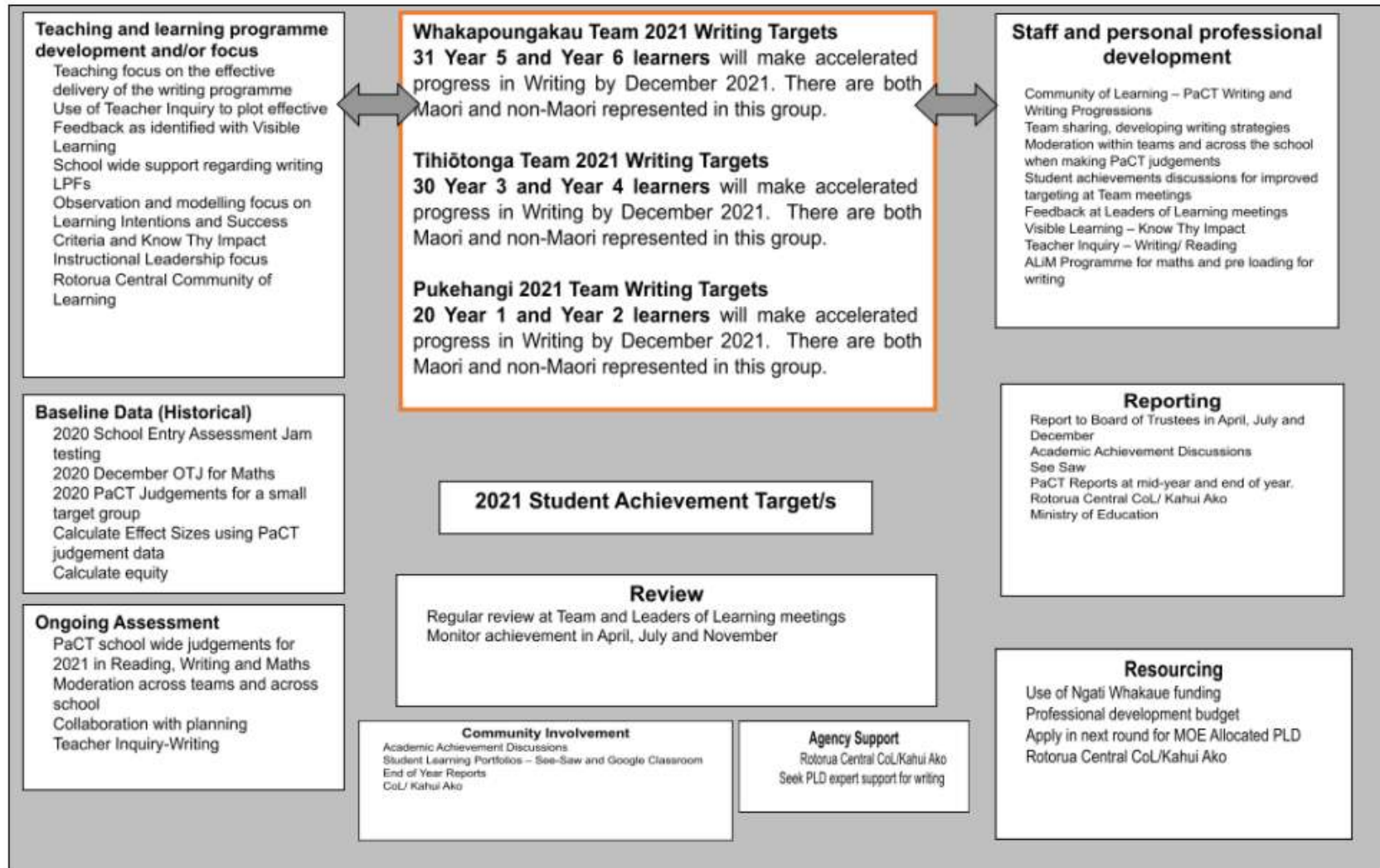
Consultation
School vision, values
FOTS
Ngati Whakauetanga/Te Rangihakahaka
Young Leaders contribution
Awhi Educare
Reporting to Whanau
Rotorua Central CoL/ Kahui Ako



Tātaritanga raraunga

Annual Aim:

ANNUAL TARGET PLAN





Tātaritanga raraunga

Target:

Whakapoungakau Team 2021 Writing Targets

31 Year 5 and Year 6 learners will make accelerated progress in Writing by December 2021. There are both Maori and non-Maori represented in this group.

Tihiōtonga Team 2021 Writing Targets

30 Year 3 and Year 4 learners will make accelerated progress in Writing by December 2021. There are both Maori and non-Maori represented in this group.

Pukehangi 2021 Team Writing Targets

20 Year 1 and Year 2 learners will make accelerated progress in Writing by December 2021. There are both Maori and non-Maori represented in this group.

Baseline Data:

Writing

Baseline Data - November 2020 PaCT data across the whole school

	Within Curriculum Level 1	Within Curriculum Level 2	Within Curriculum Level 3	Within Curriculum Level 4
Y1	100% (57)			
Y2	95% (38)	5% (2)		
Y3	53% (30)	47% (27)		
Y4	13% (8)	86% (54)	2% (1)	
Y5	7% (3)	44% (20)	49% (22)	
Y6	2% (1)	20% (13)	71% (46)	8% (5)
Total pupils	42 % (137)	35 % (116)	21 % (69)	2 % (5)

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p><u>Pukehangi Team Year 0/1/2</u> <u>November:</u></p> <ul style="list-style-type: none"> Loose parts table & activities (promotes imagination, problem solving, oral language & extension opportunities) Science kits (Magnetic Madness) and class science investigations Science themes: insect tables, floating & sinking, colour explorations - building oral language experiences & providing authentic writing inspirations Olympics theme Lockdown - themed days (Wacky Wednesday, farms, zoos, jungles, create & send a message) Six bricks - Rachel Palmer and Sharyn had the opportunity to attend this fantastic PD, helps with auditory processing, motor skills, Literacy & Numeracy Sharing resources and collaborating with planning and ideas Cover a range of literacy learning - alphabet & phonics, handwriting, writing, sharing favourite sentences and sharing with other teachers and management to give students more of a purpose to their writing A mix of whole class and group 	<p><u>Pukehangi Team Year 0/1/2</u> <u>November:</u> YEAR 1: (21 original target students)</p> <ul style="list-style-type: none"> 4 students have left Glenholme School 8 students have remained at curriculum level 1 beginning 5 students have progressed from pre-curriculum level 1 to level 1 beginning 3 students have progressed from curriculum level 1 beginning to level 1 middle 1 student progressed from pre-curriculum level 1 to level 1 middle No students are at pre-curriculum level 1 Students at the end of year 1 should be working in the middle of curriculum level 1, 4 of the target students have made accelerated progress to be at this level <p>YEAR 1: (21 original target students)</p> <ul style="list-style-type: none"> 2 students have progressed from pre-curriculum level 1 to level 1 beginning 3 students have remained at level 1 beginning 13 students have progressed from 	<p><u>Pukehangi Team Year 0/1/2</u> <u>November:</u></p> <ul style="list-style-type: none"> Unfortunately the lockdown has had another negative impact on attendance and progress for some students Some students have made progress, but not enough to move them onto the next signpost on PaCT. Teachers are cautious with marking them too high, resulting them in going backwards in year 3 as expectations for curriculum levels change Maturity levels in our students have changed, allowing students to be more focused and open to new experiences. They are collaborating more with their peers and as they are learning 	<p><u>Pukehangi Team Year 0/1/2</u> <u>November:</u></p> <ul style="list-style-type: none"> We have a few changes in our team next year, so ensuring that our new teacher will be given the support and guidance with Learning through Play Depending on COVID restrictions, ensuring we have plenty of opportunities for team sessions Building the relationships with our new students to find out their interests to effectively plan provocations



Tātaritanga raraunga

sessions using a variety of writing prompts (youtube animal clips, big books, poems, personal experiences & recounts, making our own class books)

- Learning through Play has been a fantastic way for these children to develop these important fine motor skills. By providing provocations and experiences that strengthened the muscles in their hands and fingers (such as threading, lego, building, puzzles, tongs, tweezers, playdough, painting, chalk etc), they were able to develop a firm pencil grip and control over their pencil. (Rachel Palmer inquiry)
- Buddy class tuakana/teina (pre-lockdown)

level 1 beginning to level 1 middle

- 3 students have remained at level 1 middle

- Students at the end of year 2 should be working at the end of curriculum level 1, no target students made this accelerated progress to be working at this level, but 16 students are working at level 1 middle so hopefully if this progress continues next year they may get to where they need to be

Data from effect sizes shows that 21 target students made above average progress, no students made average progress, 9 students made below average progress. Some students' data is not included as they were not assessed with PaCT in the first cycle this year.

Effect size for Year 1/2 Target students using PaCT Writing data.

70% of the children in the target group made accelerated progress between June and November.

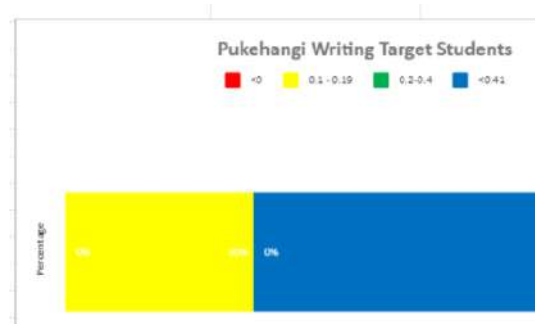
0% made expected progress

the Glenholme School Values and Dispositions, their own expectations in their learning have grown

- Learning through Play has been a bit tricky to navigate with COVID restrictions, we have had to split the team and do separate sessions. A lot more has been happening in class which is great, but restricts opportunities for new and different experiences and peers to collaborate with
- We have found as a team that Literacy provocations are harder to plan for and implement compared to Numeracy. I think we would benefit from carrying this topic on for another year to

Tātaritanga raraunga

30% made below the expected rate of progress



- allow more learning and collaboration for us teachers
- When you compare a writing sample from the start of the year to the end of the year, it is amazing what progress they have made, even if it doesn't show on PaCT, in addition to spelling tests and alphabet knowledge, progress has been made

Tātaritanga raraunga

Tihiōtonga Team NOVEMBER

- Continued to use the Sheena Cameron, Louise Dempsey and Jill Egleton resources within the classroom and specifically with our target children.
- Ang Brierley continued to work with a group of our year 4 target children.
- We continued to work with our target children in class, preloading them on a daily basis.
- Continued to use exemplars at the start of each writing genre. The children referred back to them regularly throughout the writing unit.
- Continued to use the Literacy Progression Framework for our Learning Intentions and Success Criteria. These are found in modelling books and children's writing books.
- Student voice around Learning intentions and Success Criteria was collected by the head of literacy. This was added to the baseline data collected in June.

Tihiōtonga Team NOVEMBER

Based upon the November 2021 Writing PaCT data.

Across the Tihiotonga cohort:

- 73% (28) of our year 3 children are working at New Zealand Curriculum Level 1.
- 26 % (10) of our year 3 children are working at New Zealand Curriculum Level 2.
- 28% (14) of our year 4 children are working at New Zealand Curriculum Level 1.
- 72% (36) of our year 4 children are working at New Zealand Curriculum Level 2.

With regard to our target children:

- 1 of our year 3 children are working within New Zealand Curriculum Level 1, but are well below the expected level.
- 32 of our year 3 children are working within New Zealand Curriculum Level 1 and are below the expected level.

Tihiōtonga Team NOVEMBER

- Continue to add the deliberate acts of teaching into our lessons. Begin to provide evidence of these in our planning.
- Continue to provide relevant feedback that is timely to the learning needs of our children.
- Continue to add resources to our classroom kete that are specific and relevant to the children's needs at that point in time.
- Continue daily writing sessions that enable children to practice the skills learned during guided teaching sessions.

Tihiōtonga Team NOVEMBER

- Delve further into the exemplar books to assist teachers planning
- Begin to provide a writing programme that is based more upon experiences and topics. We will then link the different genres into those.
- Continue to incorporate the writing programme across different areas of the curriculum including Maths.



Tātaritanga raraunga

- Continued to conduct some group sessions based upon needs rather than ability.
- Daily writing sessions of at least 45 minutes are continued within the individual classrooms.
- Reflected on our team inquiry every 6 weeks. What worked, what didn't and where to next?
- Continued with writing activities such as
 - 10 minute word tests
 - Buddy writing
 - Weekly spelling based upon essential spelling lists
 - Handwriting
 - Cross curricular writing based upon science kits and maori myths and legends
- Continued to integrate digital technology within our writing sessions to reinforce our learning.
- Shared the children's work through Seesaw with parents.

- 2 of our year 3 year 3 children are working within New Zealand Curriculum Level 2.
- 12 of our year 4 children are working within New Zealand curriculum Level 1 and are well below the expected level.
- 8 of our year 4 children are working within New Zealand Curriculum Level 2 and are below the expected level.

Effect size for Year 3 Target students using PaCT Writing data.

69% of the children in the target group made accelerated progress between June and November.

20% made expected progress

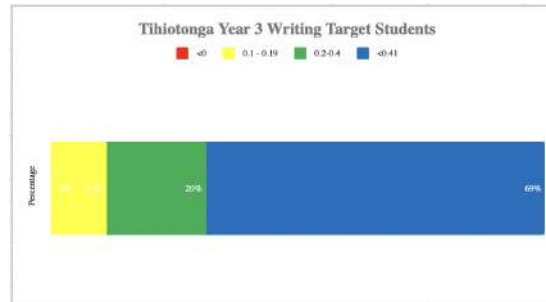
11% made below expected progress

- Continue to use the resources used by Sheena Cameron and Louise Dempsey.
- Continue to implement our writing across the curriculum. ie: Lists alongside trips and reward days, thank you letters, word stories within our Maths lessons.
- Continue to use Google docs, Seesaw and Book Creator to publish the children's work.

● **Outcomes**

Children's confidence is continuing to grow and they are not afraid to ask for clarification from their peers.

Tātaritanga raraunga

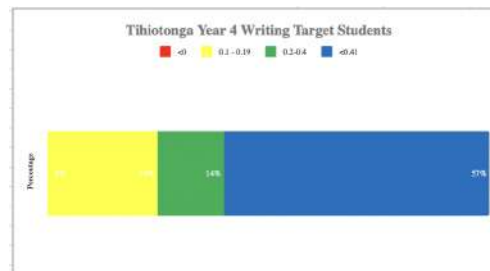


Effect size for Year 4 Target students using PaCT Mathematics data.

57% of the children in the target group made accelerated progress between June and November.

14% made expected progress

29% made below expected progress



Equity Calculation

Children’s vocabulary is growing and they are more confident in using unfamiliar words in their writing.

Children are eager to share their writing in a variety of settings including with a buddy, small group or whole class.

The teacher is able to provide more quality teaching in a guided session as there are less interruptions by students.

Greatest Success for the year

Our Writing programme with Whaea Angie. These target children are more confident when writing independently as they better understand basic sentence structure



Tātaritanga raraunga

Year 3

87% equity for Maori
183% equity for NZE
83% equity for Pacific Peoples
70% equity for Asian
150% equity for female students
50% equity for male students
54% equity for maori male students

Year 4

90% equity for Maori
124% equity for NZE
142% equity for Pacific Peoples
70% equity for Asian
105% equity for female students
82% equity for male students
51% equity for maori male students

Identify Learning Intentions and Success Criteria within their writing and that of others

Understand the writing process a lot better

Read their feedback and with some assistance make the necessary corrections

More willing to share their work with teachers and peers

Whakapoungakau Team

NOVEMBER

- Term 3 & 4 Planning completed looking at two new aspects of the PaCt cycle (looking at areas that need work based on June Data)
- Teachers started a speech writing unit. This was started during lockdown and carried on when we returned to school after the term 3 school holidays
- Wrote and shared units during remote learning that still focused on LI and SC relevant to what we needed to teach the students.
- Jade undertook Google Hangout meets with her class to conference with them on an individual level during remote learning.
- Writing activities shared across the team in Google Classroom and in Seesaw so that students had multiple ways of accessing their learning
- Feedback given to students during remote learning on Seesaw and in Google Classroom
- Collaborative Writing Spiral Inquiries were completed which gave us further insight into what we could do to keep meeting our target students' needs.

Whakapoungakau Team

NOVEMBER

Year 5 Students

- (15%) 9 out of 60 Year 5 students are working within NZC level 3
- (78%) 47 out of 60 Year 5 students are working at the end of NZC level 2 and towards level 3
- (7%) 4 out of 60 Year 5 students are working at the end of NZC level 1(WB) and towards level 2

Year 5 Target Students

- (88%) 22 out of 25 Year 5 students are working at the end of NZC level 2 and towards level 3. Of these 8 are female and 16 are male. Of the male 7 are Maori Male
- (12%) 3 out of 25 Year 5 students are working at the end of NZC level 1(WB) and towards level 2. Of these all are boys and 2 are Maori boys

Whakapoungakau Team

NOVEMBER:

November

- Remote learning will have impacted students. Despite having robust lessons and learning activities available to them during 2021 remote learning, many students did not participate in the activities.
- Lack of attendance at school post lockdown has been a concern for some students.
- More confidence in forming PaCT judgements at the End of the Year as there is more evidence to base judgments on.
- Extra teacher aide support in all classrooms at key learning times has made a massive

Whakapoungakau Team

NOVEMBER

- Continue to plan collaboratively across the team
- Continue to teach specific writing skills in mini lessons and not always as part of a genre topic
- Continue to attend any writing professional development and take part in writing moderation opportunities
- Integrate more curriculum topics into lesson plans to increase lesson and curriculum coverage

Tātaritanga raraunga



- Used online resources which included writing workshops (Murray Gadd) to engage learners who were learning from home
- Continued with group and whole group teaching
- Taught workshops on particular writing skills
- Gave students opportunities to practise these writing skills when writing about a particular genre.
- Gave students an opportunity to write as part of an integrated unit (reading and writing, digital fluency), while completing information reports.
- Continued with effective teaching practises that we were using in June
- Team and school moderation during staff meetings



Effect size for Year 5 Target students using PaCT Writing data.

33% of the children in the target group made accelerated progress between June and November.

60% made expected progress

7% made below expected progress

Summary: It is pleasing to see that the majority of year 5 students have made average - above average progress in their Writing PaCT effect size. It is also reassuring to see that when using the comparison graphs generated in PaCT that students are making progress which is shown in movement to higher signposts in some of the Aspects. It is still concerning that the majority of our Year 5 students are below their expected learning level and that we have no students working above the expected learning

- difference to engagement with learners (particularly in writing)
- Less interruptions in term 3 meant more teaching time.
- Interruptions in term 4 allowed for more integration of teaching units
- Greater access to devices -allowing more students opportunities to write in a format that best suits them.
- Greater confidence using Google Classroom enabled teachers to set assignments and deliver feedback all through the computers which is appealing to some learners.
- Behaviour concerns particularly in our Year 5 cohort of
- Use the Spiral of Inquiry outcomes to reflect on our best teaching practise for our target learners.
- Continue to utilize teacher aide skills and time to support all our learners across the Whakapoungak au team
- Allow more opportunities for students to choose what they write on (book or computer) to keep unengaged learners engaged.
- Continue with the objectives outlined in June as these proved effective when



level. We can use the information generated in the comparison tables to help us plan for what needs to be covered when teaching writing in 2022.

Year 6 Students

- (5%) 2 out of 42 Year 6 students are working above NZC level 3, this is above the Year 6 learning level.
- (74%) 31 out of 42 Year 6 students are working at the end of NZC level 3 and towards level 4, this is at the Year 6 learning level
- (21%) 9 out of 42 Year 6 students are working within NZC level 2 and towards level 3 this is below the Year 6 learning level

Year 6 Target Students

- 42% (8) out of our 19 target students are working at the end of NZC level 2 (B). Of these 3 are male (1 being Maori Male) and 5 are female
- 57 % (11) out of our 19 target students are working at the start-middle of NZC level 3 (A). Of these 3 are male with 2 being Maori male, 14 are female

- learners can and does interfere with learning
- Opportunities to moderate helped to ensure we were forming similar judgments across the team

delivering the Whakapoungak au writing programme.

Tātaritanga raraunga

- 2 (10%) out of 19 students have no data. 1 due to poor attendance and 1 due to leaving Glenholme School



Effect size for Year 6 Target students using PaCT Writing data.

93% of the children in the target group made accelerated progress between June and November.

7% made below expected progress

Summary: *It was pleasing to see that in our Year 6 cohort the majority of students in our target group made above average progress when comparing the PaCT writing effect size between June and Nov data.*

We had two students, 5% ending the year working above the Year 6 curriculum level and 74% ending the year working at the expected year 6 learning level.



Tātaritanga raraunga

The majority of Year 6 students have moved up a sign post in at least 2 PaCT writing Aspects.

Overall, Whakapoungakau teachers are happy with the way students have progressed in writing this year. Collaborative planning, access to more devices and Teacher Aide expertise along with a more concentrated focus on delivery of robust lessons have all led to greater writer confidence across the team.

Equity Calculation

Year 5

73% equity for Maori
106% equity for NZE
220% equity for Pacific Peoples
133% equity for Asian
140% equity for female students
73% equity for male students
0% equity for maori male students

Year 6

93% equity for Maori
101% equity for NZE
126% equity for Pacific Peoples
126% equity for Asian
100% equity for female students
98% equity for male students
88% equity for maori male students

Planning for next year:

- Continue to plan collaboratively across in each team
- Continue to teach specific writing skills in mini lessons and not always as part of a genre topic
- Continue to attend any writing professional development and take part in writing moderation opportunities
- Integrate more curriculum topics into lesson plans to increase lesson and curriculum coverage
- Use the Spiral of Inquiry outcomes to reflect on our best teaching practices for our target learners.
- Continue to utilize teacher aide skills and time to support all our learners across the Whakapoungakau team
- Allow more opportunities for students to choose what they write on (book or computer) to keep unengaged learners engaged.
- PLD as part of the ALL Programme for 2022
- Focus on equity for maori male students in every year group by looking at exemplars of effective teaching and making sure that this group is represented in our target groups

We aim to do this by:

- improving teacher knowledge of writing learning progressions to enable them to successfully utilise the PaCT tool
- put into place the progressions developed using PaCT for Learning Intentions and Success Criteria by the Kahui Ako Literacy team
- reviewing our assessment practices and use data effectively to improve student learning
- enabling learner agency, including collecting and incorporating student voice
- continue to a spiral of inquiry for writing in each team
- building partnerships established with our Pikopiko Programme so whanau and families are empowered and partners in their children's literacy learning