



Te Kauwhata Primary School

Analysis of Variance ~ 2016



This document reviews our goals and achievements as outlined in our annual Charter ~ 2016

Annual School Improvement Plan - Summary Overview for 2016

| | Target | Outcomes | Discussion | Implications |
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| Students Learning | <u>Strategic Goal</u> <u>National Standards:</u> Towards 85% by end of 2017 | <u>Reading:</u> <ul style="list-style-type: none"> 74% at or above (75% 2015) | Notes: <ul style="list-style-type: none"> Across year 2- 6 cohorts there has been an increase in the number of children achieving 'well below' Some decreases in number of children achieving 'below' have been reversed with increased numbers achieving 'well below' Year cohorts achieving at or above school average for 2016: <ul style="list-style-type: none"> Year 2 - 76 % Year 3 - 83% Year 5 - 78% With sustained quality teaching and learning, and careful tracking and analysis of progress, these year cohorts should meet the 85% goal by end of 2017. | Foci across the school for 2017: <ul style="list-style-type: none"> strengthening Reading moderation increased coherent and smarter use of Reading Progressions Improving our outcomes for NZM students and boys through increased engagement. |
| | | <u>Maths:</u> <ul style="list-style-type: none"> 77% at or above (74% 2015) | Notes: <ul style="list-style-type: none"> Across all year cohorts there has been an increase in the number of children achieving 'above' expectation. Where there have been some drops in those achieving 'at' expectation, these have been offset by an increase in those achieving above. As with some drops in 'below' have been reversed by an increase in well below. Year cohorts achieving at or above school average for 2016: <ul style="list-style-type: none"> Year 1 - 80% Year 2 - 78% Year 3 - 80% Year 5 - 83% With sustained quality teaching and learning, and careful tracking and analysis of progress, these year cohorts should meet the 85% goal by end of 2017. | Foci across the school for 2017: <ul style="list-style-type: none"> continue to implement and evaluate math's progressions strengthen math's moderation |

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| | <p>Target:</p> <ul style="list-style-type: none"> 77% of all students will be at or above National Standard expectation <p><u>Spelling and Punctuation - e-asTTLe - Target:</u></p> <ul style="list-style-type: none"> Improve spelling and punctuation, Years 3-6, by a minimum of 10% <p><u>6 Year Survey: - Target</u></p> <ul style="list-style-type: none"> Writing Vocab (Years 1-2) <ul style="list-style-type: none"> Increase average overall Stanine by 1 Stanine for girls and 2 Stanines for boys | <p><u>Writing</u></p> <ul style="list-style-type: none"> 70% at or above (69% 2015) <p>Years 4-6: Spelling:</p> <ul style="list-style-type: none"> 68% at or above (54 % - 2015) <p>Punctuation</p> <ul style="list-style-type: none"> 71% at or above (62% - 2015) <p>Year 1 - 2016</p> <ul style="list-style-type: none"> Girls: Av. Stanine = 5.5 (6.0 - 2015) Boys: Av. Stanine = 3.5 (4.8 - 2016) | <p>Notes:</p> <ul style="list-style-type: none"> Pleasing progress across Year 5 Still a concern with the number of students not achieving in writing Pleasing to see increased numbers of children achieving above standard <p>Year cohorts achieving at or above school average for 2016:</p> <ul style="list-style-type: none"> Year 1 - 76% Year 3 - 70% Year 5 - 76% <p>We have not achieved our target, our improvement was 1% cf. 2015. - 70%</p> <p>Notes:</p> <ul style="list-style-type: none"> Overall 14% improvement in spelling, target of 105 improvement achieved. Overall 9% improvement in punctuation, target of 10% not quite achieved. . <p>Notes:</p> <ul style="list-style-type: none"> Stanine growth targets not achieved across the 2015 cohort and 2016 cohort. However average Stanine growth between 5.6 survey and 6.0 survey of children during 2016 was 2 overall. Word Power was introduced across the junior team to support writing vocabulary fluency. <ul style="list-style-type: none"> End of T2 - 9.5% of all Year 1/2 children at or above expectation; End of Term 4 - 41% at or above expectation (based on the number of words written in 10 minutes and | <p>The school enters its 3rd and final year of the Accelerated Literacy Learning intervention in 2017 whereby all teachers are full participants. Writing will continue to be a target priority in particular for our boys and NZM students (59% and 62% respectively achieving at or above standard).</p> <p>Refer to above statement and ALL focus is on accelerating learning through feedback, feedforward, increased tracking and analysing of writing to track progress more regularly.</p> <p>Spelling and punctuation will continue to be target areas in 2017 as there is still room for improvement. This will also be built into our ALL focus on accelerating progress through more consistent tracking of achievement and individual goal setting. The school punctuation ladder will continue to measure progress alongside e-asTTLe writing and writing progressions. Schonell spelling progress will be measured between Terms 2 and 4, Schonell A test.</p> <p>We need to continue to build writing vocabulary fluency to support the writing programme and acceleration of learning. The Yolanda Soryl phonics programme continues into its 2nd year in 2017 and we expect to see this making a big difference for our learners.</p> |
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| | | | children assessed in both terms) | | | | | | | | | | | | | |
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| Student Engagement | <ul style="list-style-type: none">Student absence rates will reduce by 2% in 2016 | Overall student attendance increased by 2.2% - from 90% to 92.2% | Notes: <ul style="list-style-type: none">Pleasing increase in attendance overall:By ethnicity -<table><tr><td>Eth.</td><td>2015</td><td>2016</td></tr><tr><td>NZE</td><td>92%</td><td>93%</td></tr><tr><td>NZM</td><td>87%</td><td>90%</td></tr><tr><td>Pasifika</td><td>85%</td><td>84%</td></tr></table> | Eth. | 2015 | 2016 | NZE | 92% | 93% | NZM | 87% | 90% | Pasifika | 85% | 84% | Continue to work towards strategic goal of decreasing absences to below 5% by end of 2018. Attendance will be celebrated in classrooms and teams. |
| | Eth. | 2015 | 2016 | | | | | | | | | | | | | |
| NZE | 92% | 93% | | | | | | | | | | | | | | |
| NZM | 87% | 90% | | | | | | | | | | | | | | |
| Pasifika | 85% | 84% | | | | | | | | | | | | | | |
| | <ul style="list-style-type: none">The number of students arriving late to school will reduce to less than 2% in 2016 | Number of children arriving late decreased by 0.4%, from 4% to 3.6% | Notes: A small improvement but can be reduced further in line with strategic goal. | Continue to support families and whanau who, for a variety of reasons, find it difficult to get their children to school on time. Keep working towards goal of less than 1% by end of 2018. | | | | | | | | | | | | |

| Maori Enjoying Educational Success as Maori | Learners with Special Educational Needs | Pasifika Learners |
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| <p>2016 Priorities:</p> <ul style="list-style-type: none"> Continue to monitor carefully the progress and achievement of our Maori learners with particular attention to maths. Develop strategic plan for Maori Extension Te Reo lessons | <p>2016 Priorities:</p> <ul style="list-style-type: none"> Differentiated programmes will be enhanced for all high ability and high learning needs students. | <p>2016 Priorities:</p> <ul style="list-style-type: none"> Get to know our Pasifika community better and seek increased input into their priorities for their children. |
| <p>Strategies:</p> <ul style="list-style-type: none"> Gather voice of our Maori learners on what is going well for them and what could further help them Regular consultation with Whanau Ongoing review of Te Reo lessons and support | <p>Strategies:</p> <ul style="list-style-type: none"> Make available PLD for teachers and support staff as necessary to support student needs Support teachers to integrate IEP goals and recommendations for maximum impact within the classroom programme Develop, in consultation with parents, differentiated programmes that support life skills through the Key Competencies for high | <p>Strategies:</p> <ul style="list-style-type: none"> Continue to monitor progress and achievement of our Pasifika learners maintaining regular communication with their parents / whanau. |

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| | learning needs students; and extension for high abilities. | |
| <p>Analysis: How did we go? Achievement: National Standards: At or above Standard:</p> <ul style="list-style-type: none"> • Reading 69% ~ cf. 2015 ~ 74% • Writing 62% - cf. 2015 ~ 64% • Maths 72% - cf. 2015 ~ 67% <p>Improvement in maths, however not in reading and writing, literacy will be a focus in 2017.</p> <p>Our development of a strategic plan for Maori is underway with an Achievement and Engagement plan for 2017. From here we will evaluate and grow our future planning. New (May 2016) Board of Trustees will be introduced to Hautu self-review tool in 2017.</p> <p>Extension Te Reo lessons were offered and taken up by a group of senior students. This involved learning Karanga and Korero for special occasions. This will continue in 2017.</p> <p>Whanau attendance continues to be strong and more engagement and participation in critical discussions is improving.</p> | <p>Analysis: How did we go? The school continues to offer a variety of interventions for our learners with special educational needs. We continue to evaluate programmes to ensure they fit the needs of the learners. Classroom programmes extend the learning for those children with higher abilities. IEP meetings are held x2 per year (minimum) for our high learning needs students. Teachers use the IEP to guide all learning programmes, regular meetings with SENCO and teacher ensure learning is on track and support provided for teacher where necessary. Opportunities outside of the classroom enhanced learning for our some of our students, including Life Skills in our gardens, small horse and pet care, aquatics. Learning Assistants supporting our high needs students are provided with ongoing professional learning and support.</p> | <p>Analysis: How did we go? Our Pasifika roll has decreased. Individual contact was maintained with parents and caregivers. Pasifika achievement has improved slightly in maths, but will be a focus in literacy in 2017.</p> |

| e-Learning / ICTs | | |
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| 2016 | <p>Connectivity:</p> <ul style="list-style-type: none"> • Upgrade of Switch and Wireless network (subsidised MOE) <p>Content:</p> <ul style="list-style-type: none"> • Further maximise air time on radio station involving more community people / organisations • Continue to grow and share digital outcomes that evidence student learning <p>Confidence and Capability</p> <ul style="list-style-type: none"> • Continue to grow e-Learning understandings and capabilities of students and staff | <ul style="list-style-type: none"> • e-Learning PLT will develop an annual action plan that will build on previous year and reflect current quality practice and understandings. • Budget will provide for ongoing maintenance of infrastructure through contracted services of a technician each fortnight. |
| Analysis: How did we go? | <p>Connectivity:</p> <ul style="list-style-type: none"> • Upgrade completed • Smart use of IT Technician on a fortnightly basis, within budget. | <ul style="list-style-type: none"> • An annual plan developed and currently being evaluated • Staff PLD sessions held mainly to increase knowledge and capability using Google Docs • Careful spending and well-managed use of ICT budget ensured all |

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| | <p>Content:</p> <ul style="list-style-type: none"> • More local content, library and local council on radio - to continue being broadened 2017 • Increased evidence of digital outcomes that evidence student learning, an area to continue to focus on. <p>Confidence and Capability</p> <ul style="list-style-type: none"> • Increased digital outputs and collaboration by students and staff. Google Docs being used extensively for sharing of docs. • Radio station continues to operate with increased local community input. • More learning about what is e-learning is still needed, and how it can support acceleration of learning. | resourcing needs were met. |
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Other 2016 Key Improvement Strategies to Achieve Strategic Goals

| Property | Analysis: | Finance | Analysis: |
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| <p><u>Roofing:</u> Complete roofing repairs and painting</p> <p><u>Rooms 7, 8, 9:</u> As per 5YA</p> <p><u>Furniture:</u> Upgrade furniture in Rooms 7, 8, 9 and AP's office</p> <p><u>Library:</u> Refurbish and revamp school library</p> <p><u>Regular Health and Safety</u> checks schedule and priorities</p> <p><u>Adventure Playgrounds:</u> Through fundraising (PTA) and BOT contribution add and revamp adventure playgrounds.</p> | <p>Projects completed, library roof will need further attention in a few years.</p> <p>This project put on hold due to water tightness issues arising. Re-cladding and possibly new aluminium joinery a priority in 2017.</p> <p>Ordered at the end of the year for delivery early 2017. AP office furniture to be decided 2017, if still required.</p> <p>Carpet replacement approved for installation January 2017.</p> <p>Undertaken with BOT rep., caretaker and Principal. All compliance and building safety checks passed.</p> <p>Fundraising still underway towards this project.</p> | <p><u>Budget</u> priorities as per approved budget</p> <p><u>Policy Review NAG 4</u> Policies and Procedures</p> | <p>Roof painting, cyclical maintenance was initially omitted from budget, this was approved and project completed.</p> <p>Spending in line with budget achieved.</p> <p>Multi-purpose savings intact apart from \$22000 to fund astro turfing of assembly area.</p> <p>Policy and procedures reviewed and approved.</p> |

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| Health and Safety | Analysis: | Charter Review / Community Engagement | Analysis: |
| <ul style="list-style-type: none"> • <u>T1: Policy Review</u> in line with new worksafe legislation as from 4 April 2016 • Review and update current property check schedules • Review Caretaker Job Description to ensure alignment with Health and Safety Act | <p>A complex requirement with ongoing reflection and evaluation of practices continuing.</p> <p>New documentation for regular property checks will be implemented from start of 2017.</p> <p>Reviewed with ongoing evaluation.</p> | <p><u>Curriculum:</u> The Arts - Terms 2 & 3</p> <p><u>Whanau Hui and Consultation</u> - Terms 1 & 3</p> <p><u>Policy Review</u> - ongoing</p> <p><u>Charter Review:</u> Terms 3 and 4 - 2017 Community Priorities and voice</p> | <p>Completed with community and student voice input. Some changes and new initiatives to 2017 curriculum will reflect this.</p> <p>Term 1 hui very well attended for Kapahaka performance and light dinner. Less attendance at strategic planning get together. Some valuable insight gathered towards planning.</p> <p>Term 3 hui not held, T4 - consultation with individual members of school community.</p> <p>Policies reviewed as per schedule</p> <p>The Arts programme and Cultural responsiveness identified through consultation as areas for consideration in 2017.</p> |