

TARAMOA STRATHMORE SCHOOL

ANALYSIS OF VARIANCE 2022

STRATEGIC GOAL 1: ACHIEVED

To raise achievement of students by ensuring access to the New Zealand Curriculum.

DOMAIN: Teaching / Learning **FOCUS AREA:** Achievement **PRIORITY GROUP:** Below expected **GENDER:** All **ETHNICITY:** Māori & non-Māori

PROGRESS

Business as usual:

- Increase student engagement through exciting and meaningful programmes of learning, including project-based learning, STEAM learning and a greater focus on digital fluency (supported by Stephen Ross of Waikato University). This continued until the end of 2022
- Data collection (OTJs for all year groups - data presented to the Board in November 2022)
- Tracking literacy (reading and writing) and numeracy, reported to the Board in June and December 2022, with a regular focus on priority learners (at weekly hui)
- SENCO team meet regularly (each fortnight) and provide support through RTLB, RTLit and LS intervention, including ICS to support whole class, teachers and individual student achievement. Achievement data is also monitored by LSCs at Kahui Ako level
- Student support processes implemented through classroom practices (use of TA support and use of the Quick60 programme, 1:1 and small group work) and SENCO support team (learning support interventions as priorities)
- Regularly celebrate student success and progress / achievement through weekly assembly PB4L acknowledgements and annual prizegiving (Poutama Awards)
- Meaningful curriculum: Review curriculum, procedures and continue to improve student achievement in Literacy and Numeracy, with the inclusion of STEAM and project-based learning
- On-going refining of systems to identify, track / monitor and support the progress of our priority learners, with priority learners being a weekly focus at SLT and syndicate hui
- Māori Achieving and Succeeding as Māori: Continue to develop teacher and student knowledge of Te Reo through our Pai ki te Korero programme (with ongoing support from the Māori Achievement Collaborative)
- Provided equitable support to all students through outside agencies such as SWiS, RTLB and MOE's Learning Support
- Sustained student achievement rates in Literacy (reading and writing) and Numeracy, with the following results showing percentages of learners work at or above their expected levels for their age:
 - Reading: 69% At or Above
 - Writing: 66% At or Above
 - Maths: 68% At or Above
- Prioritise students within 1 sub level of their expected level

- Timetable daily and weekly reading and writing
- Increased use of technology to support learning, including students with recognised learning challenges to use digital technology to assist their reading / writing / numeracy, including platforms across Literacy and Numeracy
- Increased use of ICT to engage students in learning process
- Introduced Quick60 Alphabet reading programmes
- Changes to current teaching and learning model (focused heavily on reading, writing and maths in their pure forms) to a more hands-on approach where reading, writing and maths are also taught through projects and STEAM
- Increased number of managed digital devices in school to 1:1
- Use Student Management System to track student progress and provide ongoing achievement information to students and whānau through HERO and the HERO app
- Increased the support for students with SEN
- Involvement with Kahui Ako
- Māori Achievement Collaborative (MAC) to support Māori Achieving and Succeeding as Māori
- Moderation of student assessment (standardised) and class work through in house PL
- Inclusion of daily Te Reo through Pai ki te Korero, using a must do and can do system
- Further develop teacher capability and leadership through targeted PL and whole school PLD in numeracy (through ALiM), literacy (through ALL) and digital fluency, thereby giving students modern learning tools and the skills with which to become creative and productive

Priorities:

- Continued PLD in numeracy through ALiM with a focus on Deliberate Acts of Teaching (the result of unstable staffing)
- Develop the teaching team into effective syndicates who use achievement data to drive planning
- Embed literacy and numeracy task boards to foster the development of student agency
- Embed use of Google Classroom across YR3-8 to develop learner agency and understanding of own next steps
- Developing Te Ao Māori knowledge and understanding through the regular and authentic use of karakia and mihi whakatau / pōwhiri
- Developing significant local knowledge, understandings and beliefs (geography and history) as part of termly themes, a localised curriculum and programmes of learning from a Māori perspective

NEXT STEPS

- Continued and relentless focus on developing vocabulary in English and Te Reo Māori
- Active teaching of digital fluency
- Deeper level comprehension
- Thinking critically about what students are learning and why they are learning it
- Develop learning portfolios through HERO, and shared to whānau through the HERO app

STRATEGIC GOAL 2: ACHIEVED

To value and embrace all cultures of our children so they can be proud of where they are from and who they are:

DOMAIN: Learning environment **FOCUS AREA:** Ethnicity **TARGET GROUP:** Whole school **GENDER:** all **ETHNICITY:** Māori & non-Māori

PROGRESS

Business as usual:

- Use pōwhiri / whakatau used authentically, with the support of the Māori Achievement Collaborative
- Karakia mō te kai (morning tea and lunch)
- Reviewed and developed the reporting to whānau system to ensure that it is meeting whanau needs
- Captured student and whānau voice as part of ongoing review of the school curriculum
- All events provided kai to support whanaungatanga
- Reviewed and developed the reporting to whānau system to ensure that it is meeting whānau needs
- Maintain deeper relationship with Kaumatua to develop our own sense of Strathmore School, our history, our community, our tikanga, Tokoroa and rohe o Raukawa
- Develop mural that celebrate the cultures of our whānau
- All areas of the school are consultative and inclusive of staff, students and whānau / community through gathering of student and whānau voice and student voice and IDP days and through he kano ki te kano and Google Forms voice collection, and through staff voice (using PIMS)

Priority:

- Developing Te Ao Māori knowledge and understanding through the regular and authentic use of karakia and whakatau / pōwhiri
- Embed consistent school-wide strategies for teaching and learning procedures and learning relationships that move away from the Eurocentric model we currently use, and embrace Māori and Pacifica world views

NEXT STEPS

- Continue to develop the school's outdoor spaces and EOTC opportunities that celebrate our school's whānau and local knowledge
- Redevelop classroom spaces to include shared spaces, and spaces with seating that focuses on whanaungatanga

STRATEGIC GOAL 3: PARTIALLY ACHIEVED

Encourage students to become self-managing , lifelong learners, able to contribute effectively to society and the economy

DOMAIN: Community engagement **FOCUS AREA:** Procedures **TARGET GROUP:** Community **GENDER:** all **ETHNICITY:** Māori & non-Māori

PROGRESS

Business as usual:

- Reviewed and developed the reporting to whānau system to ensure that it is meeting whanau needs
- Review the school's timetable and learning structure to ensure that it is meeting students' needs and having the greatest impact of outcomes for all students across the curriculum.
- Review and develop the support for students in classrooms to ensure that all are able to effectively access the curriculum and are supported to make acceleration in their learning
- SENCO team meet regularly and provide support through RTLB, RTLit and LS intervention, including ICS to support whole class, teachers and individual student achievement
- Increased our device numbers for students, with a commitment from the Board of Trustees to seek grants and purchase outright 1:1 devices
- Developed positive teacher – learner relationships to further support students to make accelerated progress
- Developed digital resources to streamline teacher and support team processes and documentation
- Maintain new school website
- Continue regular links with whānau, community and students throughout covid-19 pandemic
- Continue with whānau about curriculum, communication, reporting and uniform
- Maintain attendance and pastoral systems to address key areas of support and engagement, including a community attendance van, funded by Dept. of Internal Affairs
- Develop use of SMS (Hero)

Priorities

- Develop digitally fluent teaching and learning, with specific digital outcomes
- Teachers provide digital access to learning resources on Google Classroom
- Embed use of SMS (HERO) to link to whānau through a parent portal
- Through STEAM projects, began revitalisation of community facility (pump track)
- All teachers develop programmes of learning that include next steps, to increase student agency

NEXT STEPS

- Develop after school and holiday programme to support community learning programmes
- Include a wider range of local people / kaumatua and other skilled community members to work alongside our tamariki and teachers to support our professional learning

STRATEGIC GOAL 4: PARTIALLY ACHIEVED

Teachers will develop culturally responsive teaching, learning and assessment practice leading to increased student progress and achievement so they succeed in all their endeavours.

DOMAIN: Teaching and Learning **FOCUS AREA:** Cultural Responsiveness **TARGET GROUP:** Teachers **GENDER:** all
ETHNICITY: Māori & non-Māori

PROGRESS

Business as usual:

- Teachers make use of cultural kete to support students' use of tikanga and te reo
- Teachers upskill their te reo, through the Cool2Korero programme
- Teachers undertake PLD in Digital Fluency
- CA hui used to upskill teachers in Digital Fluency
- PL in use of HERO

Priorities

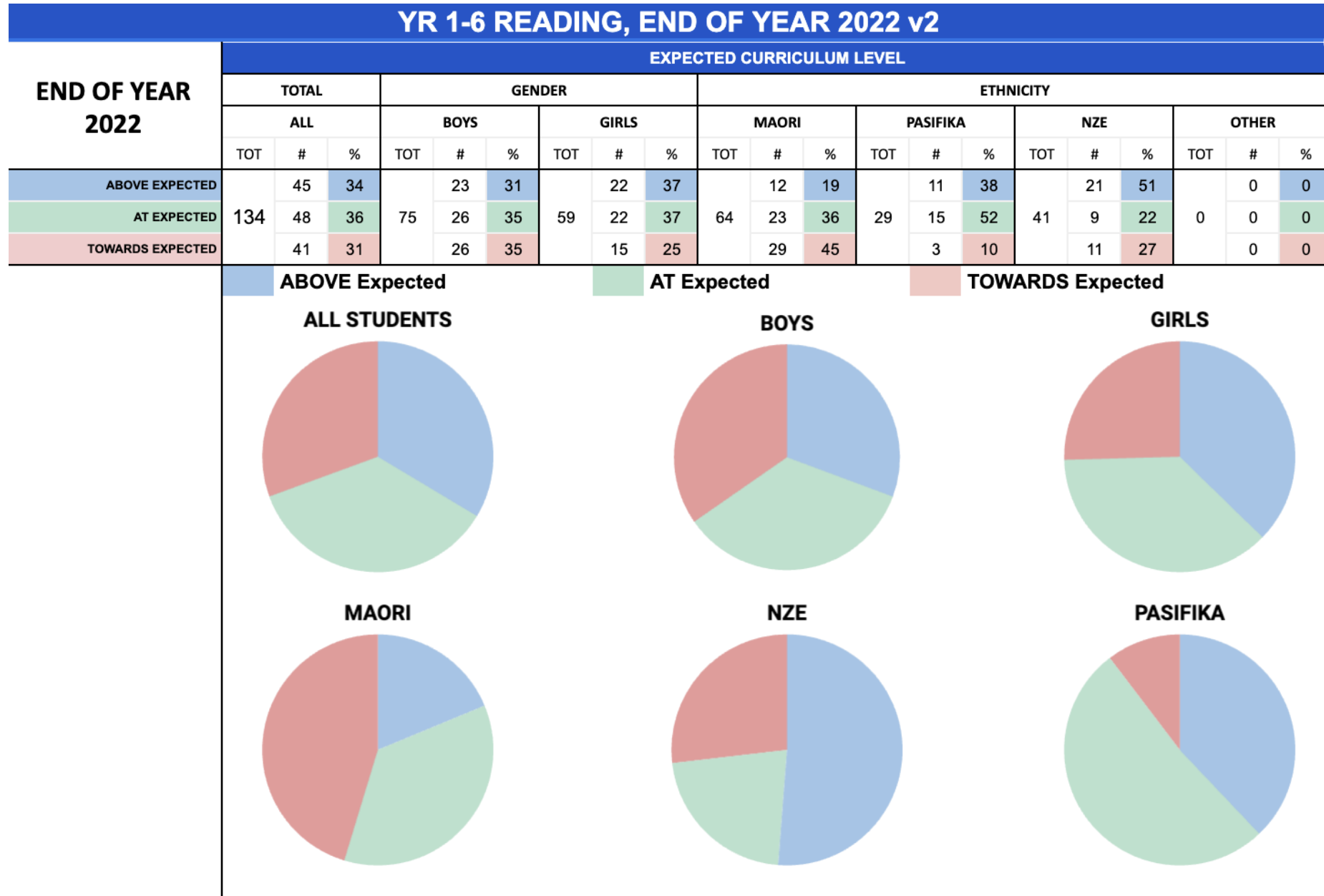
- Consult with whānau about curriculum, communication and reporting
- Students provided PL in using HERO (uploading examples of learning)
- Teachers use HERO to inform parents and provide support for parents to assist children's learning in the home
- Teachers and students set learning goals using HERO

NEXT STEPS

- Implemented Pasifika Education Plan to develop students' use of au 'āpinga and te reo Kuki Airani'

END OF YEAR ACHIEVEMENT DATA: As with our Mid Year Data, this data is drawn from OTJs (Overall Teacher Judgements)

Reading:



BREAKDOWN OF SHIFTS FROM MID YEAR TO END OF YEAR

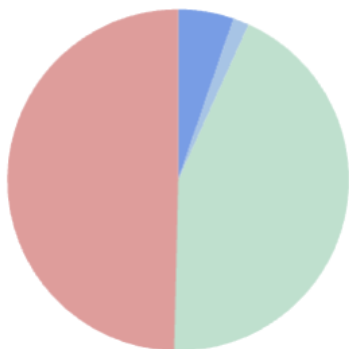
BREAKDOWN OF SHIFTS FROM MID YEAR TO END OF YEAR																					
TOTAL				GENDER						ETHNICITY											
Of a Level	ALL			BOYS			GIRLS			MĀORI			PASIFIKA			NZE			OTHER		
	TOT	#	%	TOT	#	%	TOT	#	%	TOT	#	%	TOT	#	%	TOT	#	%	TOT	#	%
1+		1	0		0	0		1	2		0	0		0	0		1	2		0	0
1		7	5.2		5	7		2	3		4	6		2	7		1	2		0	0
0.6	134	2	1.5	75	2	3	59	0	0	64	0	0	29	0	0	41	2	5	0	0	0
0.3		58	43		31	41		27	46		26	41		15	52		20	49		0	0
0		66	49		37	49		29	49		34	53		12	41		17	41		0	0

ABOVE Expected

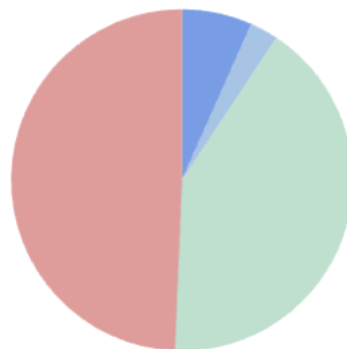
AT Expected

TOWARDS Expected

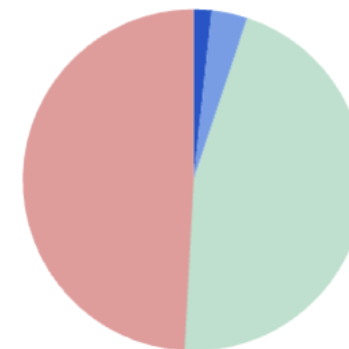
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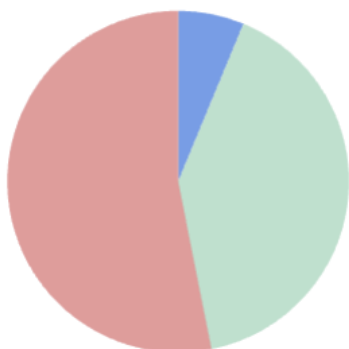
BOYS %



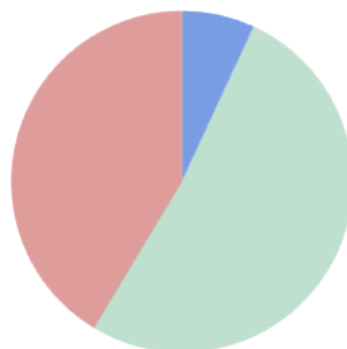
GIRLS %



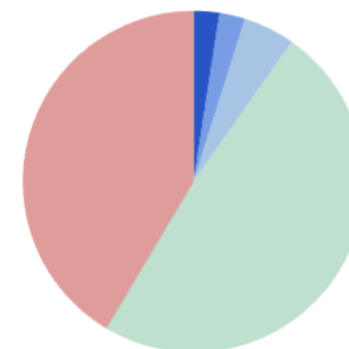
MĀORI %



PACIFIKA %



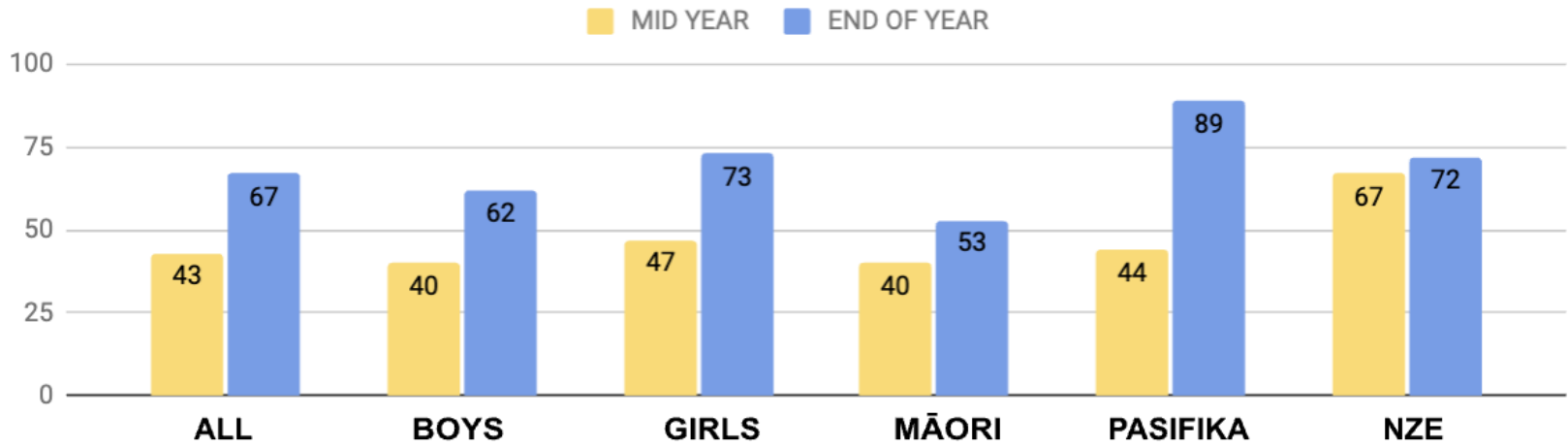
NZE %



SHIFT IN STUDENTS AT / ABOVE

	TOTAL	GENDER		ETHNICITY			
	ALL	BOYS	GIRLS	MĀORI	PASIFIKA	NZE	OTHER
MID	43	40	47	40	44	67	0
END	67	62	73	53	89	72	0
SHIFT	24	22	26	13	45	5	0

Difference Between Mid Year and End of Year Students At / Above (%)



Writing:

YR 1-6 WRITING, END OF YEAR 2022 v1

EXPECTED CURRICULUM LEVEL

END OF YEAR
2022

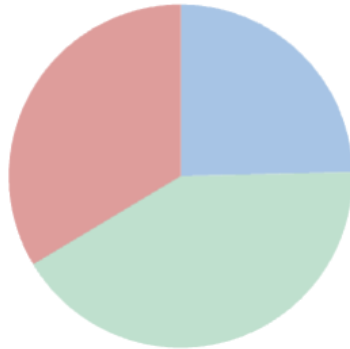
	TOTAL			GENDER						ETHNICITY											
	ALL			BOYS			GIRLS			MAORI			PASIFIKA			NZE			OTHER		
	TOT	#	%	TOT	#	%	TOT	#	%	TOT	#	%	TOT	#	%	TOT	#	%	TOT	#	%
ABOVE EXPECTED		33	25		14	19		19	32		14	22		7	24		13	32		0	0
AT EXPECTED	134	56	42	75	27	36	59	29	49	64	22	34	29	18	62	41	14	34	0	0	0
TOWARDS EXPECTED		45	34		34	45		11	19		28	44		4	14		14	34		0	0

ABOVE Expected

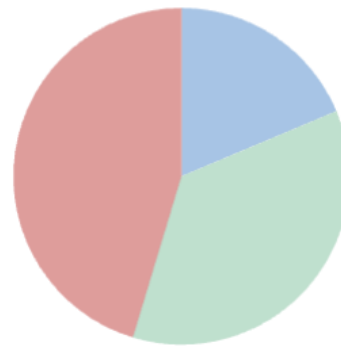
AT Expected

TOWARDS Expected

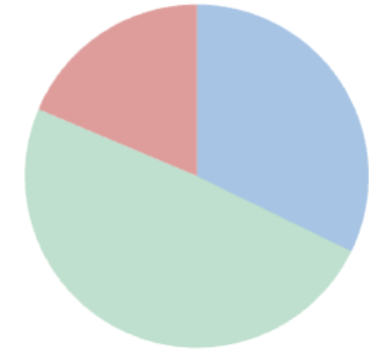
ALL STUDENTS



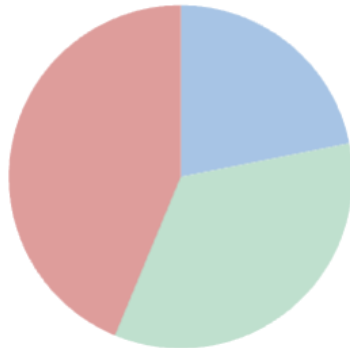
BOYS



GIRLS



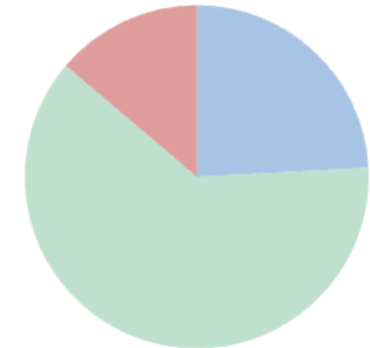
MAORI



NZE



PASIFIKA



BREAKDOWN OF SHIFTS FROM MID YEAR TO END OF YEAR: NUMERACY

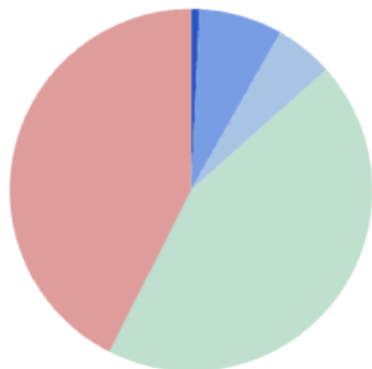
Of a Level	TOTAL			GENDER						ETHNICITY											
	ALL			BOYS			GIRLS			MĀORI			PASIFIKA			NZE			OTHER		
	TOT	#	%	TOT	#	%	TOT	#	%	TOT	#	%	TOT	#	%	TOT	#	%	TOT	#	%
1+		1	0.7		1	1		0	0		0	0		0	0		1	2		0	0
1		10	7.5		7	9		3	5		5	8		2	7		6	15		0	0
0.6	134	7	5.2	75	6	8	59	1	2	64	2	3	29	1	3	41	3	7	0	0	0
0.3		59	44		31	41		28	47		29	45		12	41		17	41		0	0
0		57	43		30	40		27	46		28	44		12	41		14	34		0	0

ABOVE Expected

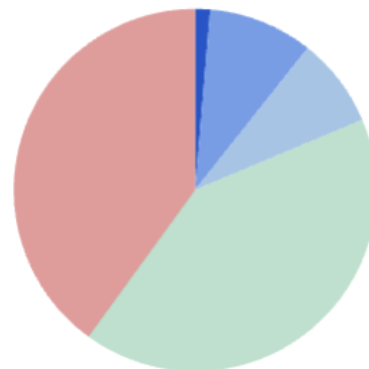
AT Expected

TOWARDS Expected

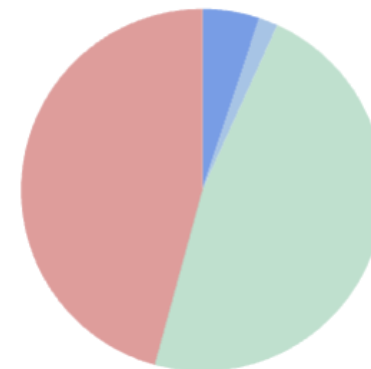
ALL %



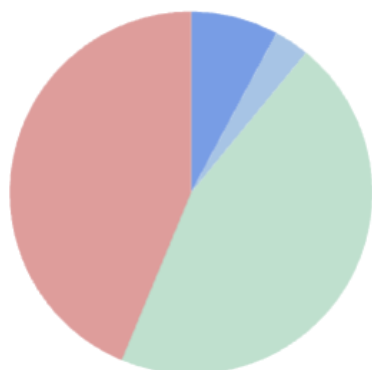
BOYS %



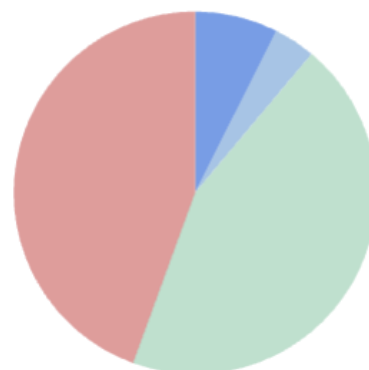
GIRLS %



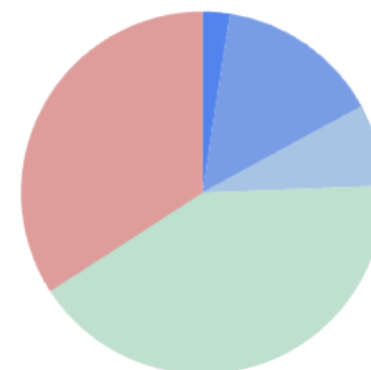
MĀORI %



PACIFIKA %

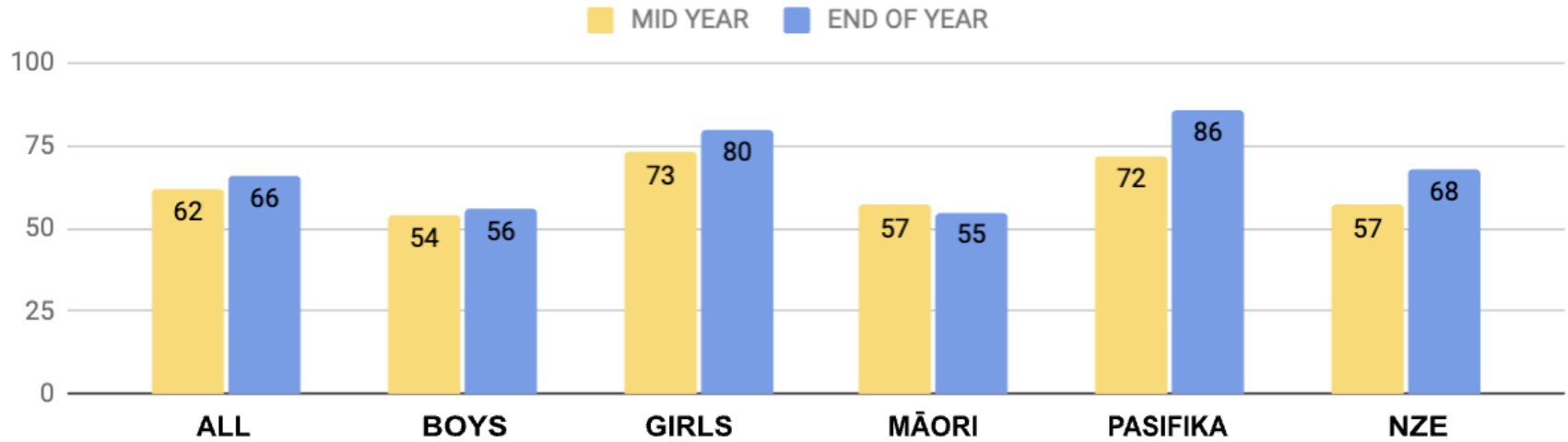


NZE %



SHIFT IN STUDENTS AT / ABOVE							
	TOTAL	GENDER		ETHNICITY			
	ALL	BOYS	GIRLS	MĀORI	PASIFIKA	NZE	OTHER
MID	62	54	73	57	72	57	0
END	66	56	80	55	86	68	0
SHIFT	4	2	7	-2	14	11	0

Difference Between Mid Year and End of Year Students At / Above (%)



Maths:

YR 1-6 NUMERACY, END OF YEAR 2022 v1

END OF YEAR 2022	EXPECTED CURRICULUM LEVEL																				
	TOTAL			GENDER						ETHNICITY											
	ALL			BOYS			GIRLS			MĀORI			PASIFIKA			NZE			OTHER		
	TOT	#	%	TOT	#	%	TOT	#	%	TOT	#	%	TOT	#	%	TOT	#	%	TOT	#	%
ABOVE EXPECTED		50	37		29	39		21	36		19	30		13	45		17	41		0	0
AT EXPECTED	134	41	31	75	19	25	59	22	37	64	18	28	29	10	34	41	13	32	0	0	0
TOWARDS EXPECTED		43	32		27	36		16	27		27	42		6	21		11	27		0	0

ABOVE Expected

AT Expected

TOWARDS Expected

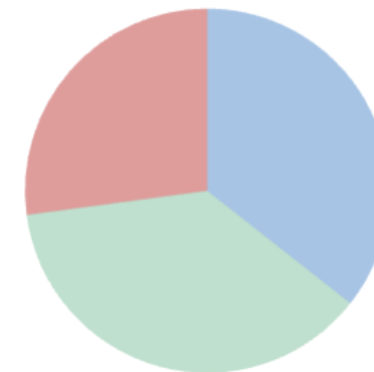
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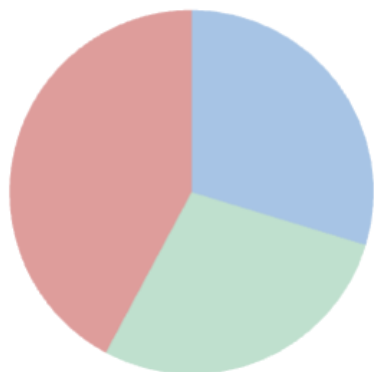
BOYS %



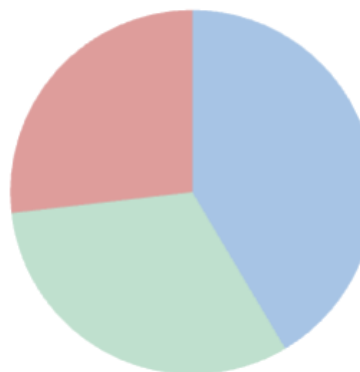
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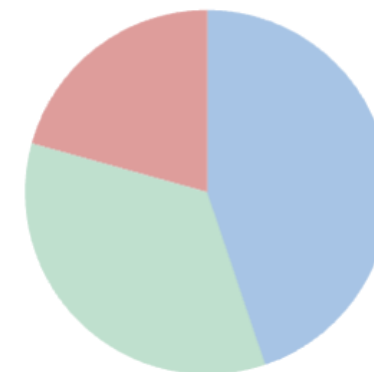
MĀORI %



NZE %



PASIFIKA %



BREAKDOWN OF SHIFTS FROM MID YEAR TO END OF YEAR: NUMERACY

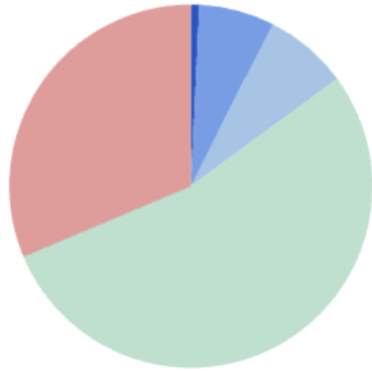
Of a Level	TOTAL			GENDER						ETHNICITY											
	ALL			BOYS			GIRLS			MĀORI			PASIFIKA			NZE			OTHER		
	TOT	#	%	TOT	#	%	TOT	#	%	TOT	#	%	TOT	#	%	TOT	#	%	TOT	#	%
1+		1	0.7		1	1		0	0		0	0		1	3		0	0		0	0
1		9	6.7		6	8		3	5		5	8		3	10		3	7		0	0
0.6	134	10	7.5	75	4	5	59	6	10	64	3	5	29	3	10	41	4	10	0	0	0
0.3		72	54		41	55		31	53		35	55		17	59		19	46		0	0
0		42	31		23	31		19	32		21	33		5	17		15	37		0	0

ABOVE Expected

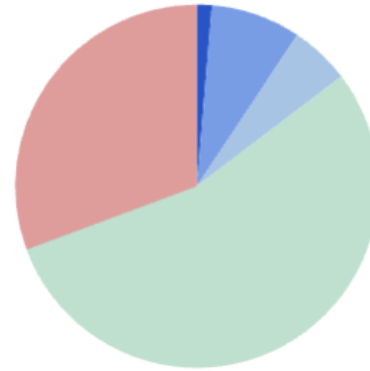
AT Expected

TOWARDS Expected

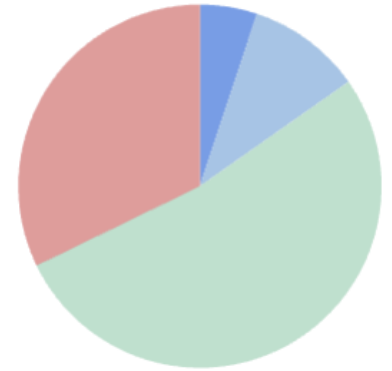
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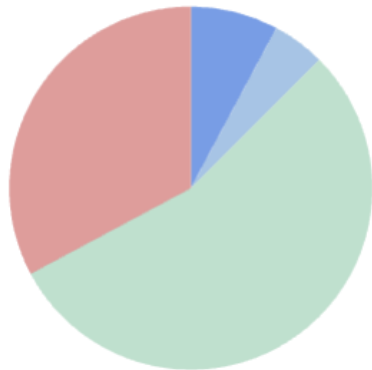
BOYS %



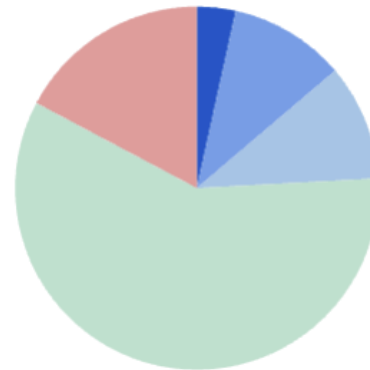
GIRLS %



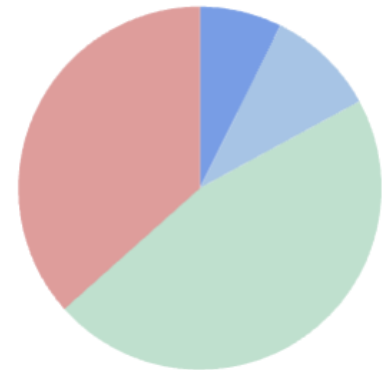
MĀORI %



PACIFIKA %



NZE %



SHIFT IN STUDENTS AT / ABOVE							
	TOTAL	GENDER		ETHNICITY			
	ALL	BOYS	GIRLS	MĀORI	PASIFIKA	NZE	OTHER
MID	60	57	64	56	61	81	0
END	67	63	73	56	79	75	0
SHIFT	7	6	9	0	18	-6	0

Difference Between Mid Year and End of Year Students At / Above (%)

