

# STRATHMORE SCHOOL: ANALYSIS OF VARIANCE 2021

## 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:** Male & female

**ETHNICITY:** Māori & non-Māori (Pacifika, NZE, Other)

## PROGRESS

Business as usual:

- Increase student engagement through exciting and meaningful programmes of learning
- Data collection (OTJs for all year groups - data presented to the Board of Trustees in December 2021)
- Tracking literacy (reading and writing) and numeracy, reported to the Board in June and December 2021
- SENCO team meet regularly and provide support through RTLB, RTLit and LS intervention, including ICS to support whole class, teachers and individual student achievement
- Student support processes implemented through classroom practices (use of TA support, 1:1 and small group work) and SENCO support team (learning support interventions as priorities)
- Regularly celebrate student success and progress / achievement
- Meaningful curriculum: Review curriculum, procedures and continue to improve student achievement in Literacy and Numeracy
- Refining 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 with developing teacher and student knowledge of Te Reo
- Provided equitable support to all students
- Sustained student achievement rates in Literacy (reading and writing) and Numeracy
- 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

Priorities:

- PLD in numeracy through ALiM with a focus on Deliberate Acts of Teaching (the result of unstable staffing)
- Māori Achievement Collaborative (MAC) to support Māori Achieving and Succeeding as Māori
- Involvement with Kahui Ako, including PLD
- Moderation of student assessment (standardised) and class work through in house PL
- Develop the teaching team into effective syndicates who use achievement data to drive planning

- Increase the support for students with SEN
- Review curriculum in Oct 2021, making 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

## **NEXT STEPS**

- Use Student Management System to track student progress and provide ongoing achievement information to students and whānau through the HERO app
- Implement and 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
- Relentless focus on developing vocabulary
- Active teaching of digital fluency, including PLD through Waikato University
- 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
- 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
- Inclusion of daily Te Reo through the Cool2Korero programme Te Reo, using a must do and can do system
- Developing Te Ao Māori knowledge and understanding through the regular and authentic use of karakia and 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

## STRATEGIC GOAL 2: PARTLY 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:** male & female  
**ETHNICITY:** Māori & non-Māori (Pacifika, NZE, Other)

### 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

Priority:

- Developing Te Ao Māori knowledge and understanding through the regular and authentic use of karakia and whakatau / pōwhiri

### NEXT STEPS

- 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
- Develop deeper relationship with Kaumatua to develop our own sense of Strathmore School, our history, our community, our tikanga, Tokoroa and rohe o Raukawa
- Develop the school's outdoor spaces and EOTC opportunities that celebrate our school's whānau and local knowledge
- Develop mural that celebrate the cultures of our whānau
- Ensure that all areas of the school are consultative and inclusive of staff, students and whānau / community
- Redevelop classroom spaces to include shared spaces, and spaces with seating that focuses on whanaungatanga

## STRATEGIC GOAL 3: PARTLY 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:** male & female   **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

Priorities

- Digitise teaching and learning
- Consulted with whānau about curriculum, communication, reporting and uniform
- Review attendance and pastoral systems to address key areas of support and engagement
- Developed new school website
- Through STEAM projects, began revitalisation of community facility (pump track)
- Made regular links with whānau, community and students throughout covid-19 pandemic
- Teachers provide digital access to learning resources on Google Classroom

### NEXT STEPS

- 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
- Embed use of SMS (HERO) to link to whānau through a parent portal
- Develop after school and holiday programme to support community learning programmes
- Use Student Management System to track student progress and provide ongoing achievement information to students and whānau
- All teachers develop programmes of learning that include next steps, to increase student agency

## STRATEGIC GOAL 4: PARTLY 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:** male & female  
**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 (replacing Seesaw)

Priorities

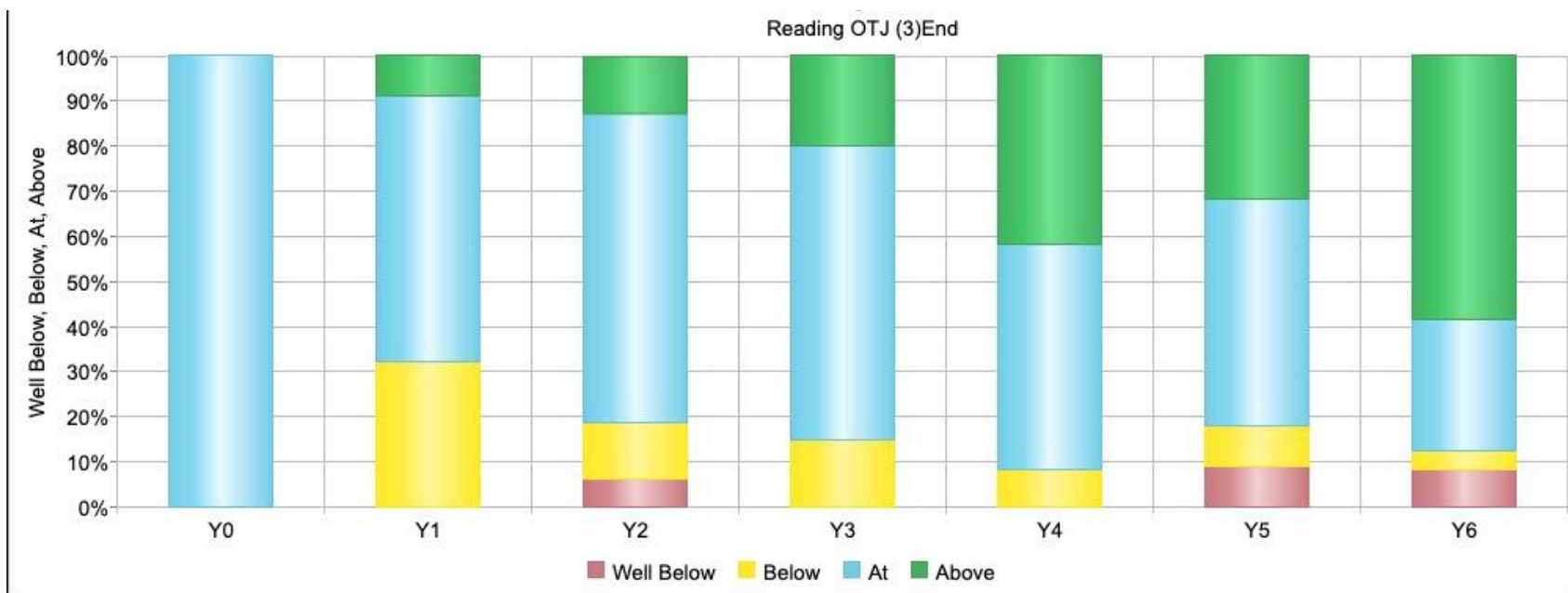
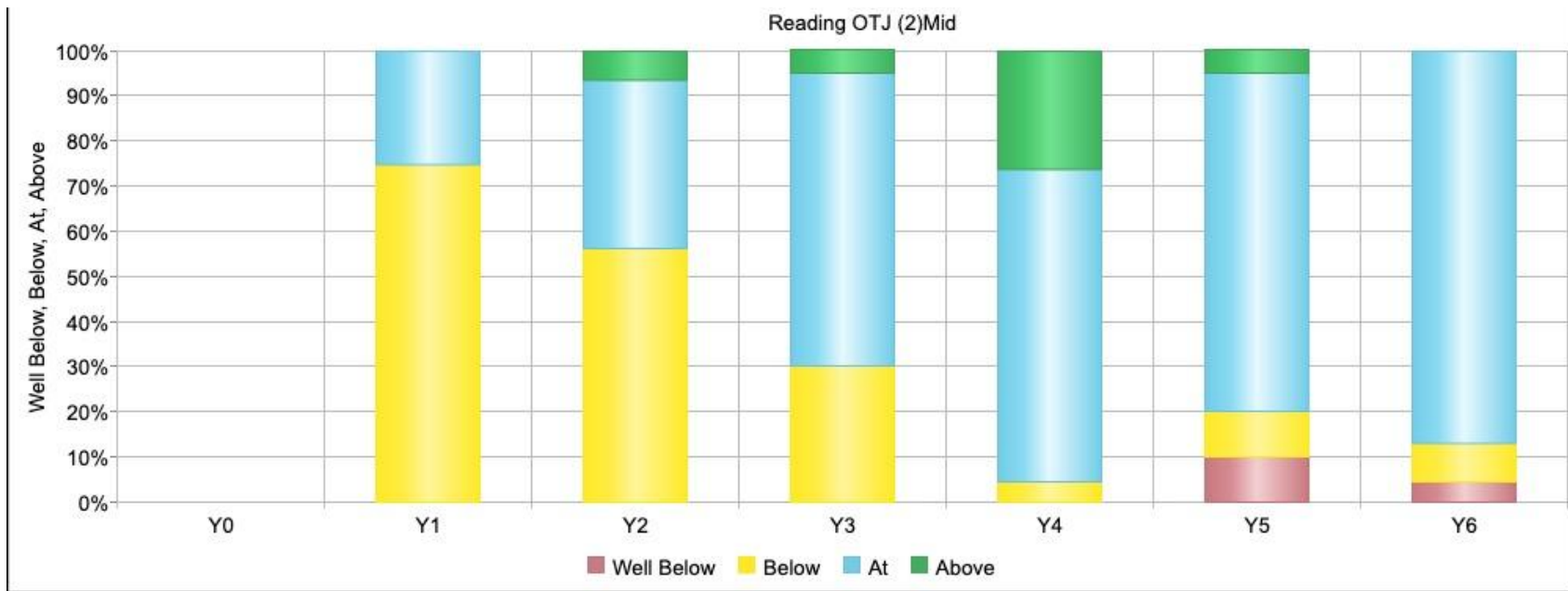
- Consult with whānau about curriculum, communication and reporting
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### NEXT STEPS

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

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

**Reading:**



| All students<br>Years 1 - 6 |        | Well Below |      | Below |       | At |        | Above |       | Total      |
|-----------------------------|--------|------------|------|-------|-------|----|--------|-------|-------|------------|
|                             |        | No         | %    | No    | %     | No | %      | No    | %     | No         |
| All                         | Male   | 4          | 4.9% | 13    | 15.9% | 43 | 52.4%  | 22    | 26.8% | <u>82</u>  |
|                             | Female | 1          | 1.6% | 8     | 12.5% | 37 | 57.8%  | 18    | 28.1% | <u>64</u>  |
|                             | Total  | 5          | 3.4% | 21    | 14.4% | 80 | 54.8%  | 40    | 27.4% | <u>146</u> |
| Maori                       | Male   | 4          | 8.7% | 8     | 17.4% | 22 | 47.8%  | 12    | 26.1% | <u>46</u>  |
|                             | Female | 0          | 0%   | 7     | 17.5% | 21 | 52.5%  | 12    | 30.0% | <u>40</u>  |
|                             | Total  | 4          | 4.7% | 15    | 17.4% | 43 | 50.0%  | 24    | 27.9% | <u>86</u>  |
| Pasifika                    | Male   | 0          | 0%   | 4     | 21.1% | 10 | 52.6%  | 5     | 26.3% | <u>19</u>  |
|                             | Female | 1          | 6.3% | 1     | 6.3%  | 10 | 62.5%  | 4     | 25.0% | <u>16</u>  |
|                             | Total  | 1          | 2.9% | 5     | 14.3% | 20 | 57.1%  | 9     | 25.7% | <u>35</u>  |
| Asian                       | Male   | 0          | 0%   | 0     | 0%    | 1  | 100.0% | 0     | 0%    | <u>1</u>   |
|                             | Female | 0          | 0%   | 0     | 0%    | 0  | 0%     | 0     | 0%    | 0          |
|                             | Total  | 0          | 0%   | 0     | 0%    | 1  | 100.0% | 0     | 0%    | <u>1</u>   |
| MELAA                       | Male   | 0          | 0%   | 0     | 0%    | 0  | 0%     | 0     | 0%    | 0          |
|                             | Female | 0          | 0%   | 0     | 0%    | 0  | 0%     | 0     | 0%    | 0          |
|                             | Total  | 0          | 0%   | 0     | 0%    | 0  | 0%     | 0     | 0%    | 0          |
| Other                       | Male   | 0          | 0%   | 0     | 0%    | 0  | 0%     | 0     | 0%    | 0          |
|                             | Female | 0          | 0%   | 0     | 0%    | 0  | 0%     | 0     | 0%    | 0          |
|                             | Total  | 0          | 0%   | 0     | 0%    | 0  | 0%     | 0     | 0%    | 0          |
| NZ/European                 | Male   | 0          | 0%   | 1     | 6.3%  | 10 | 62.5%  | 5     | 31.3% | <u>16</u>  |
|                             | Female | 0          | 0%   | 0     | 0%    | 6  | 75.0%  | 2     | 25.0% | <u>8</u>   |
|                             | Total  | 0          | 0%   | 1     | 4.2%  | 16 | 66.7%  | 7     | 29.2% | <u>24</u>  |



**Commentary: Reading: 82% Students working At / Above Expected level for their ages. This was 66% at mid-year. This is a positive shift of 16%.**

### What did we specifically do to improve reading?

- Reading interventions include: Reading Recovery used with YR1-2 Tier 3 learners; Quick60 Alphabet used with YR2-4 Tier 2-3 learners; RTLB / RTLit working with YR1-6 Tier 2-3 learners. Continuing with StepsWeb online literacy intervention programme introduced by RTLB. Specific
- Re-introduced Reading League in Term 3, providing incentives for reading with male role models.
- Monitored and analysed OTJ data, focusing on progress of priority (Tier 2) students

### What are our strengths? We have used many of these practices throughout Term 2-4 as they have proven to make a difference with our priority learners

- Active teaching of strategies: Alphabet sounds (NE, YR1). Decoding, sentence and word level comprehension (YR1-2). Increased vocabulary (YR3-6) topic-specific vocabulary research to increase known words. Essential Word List 1-7 practice. Orthographic mapping.
- Deeper level comprehension, thinking critically about what they are reading (YR3-6) Explicit instruction of inferring, making connections, activating prior knowledge, thinking evaluatively about the text.
- Developing the use of technology / digital platforms. Students with recognised learning challenges use digital technology to assist their reading such as StepsWeb, Epic, Kahoot and Quizziz
- Continued focus on students within 1 sub level of their expected level (Tier 2 students). Weekly curriculum and achievement hui to discuss progress.
- Focus on oral language, use of reader / writer support where needed (YR4-8). TA and teachers used to support the writing of two Y5 & 1 Y6 student. iPad apps and Chromebooks used in conjunction with TA support.
- Focus on routines around learning, what is a good learner, use of circle time (YR1-2). What does REAL look like in our learning? Discussions and positive reinforcement through Karakia Timatanga and Panui sessions. (Y3-6). As we move into 2022, we will see a shift in our daily routine across the school, with a timetable of Literacy (integrated with social studies), Numeracy, STEAM, PE and projects
- Reading programmes have been developed across all learning groups, with specific use of TAs in Quick60
- Developing Teacher - student relationships
- Allocate 2021 tier 2-3 learners to Quick60 learning groups for extra 1:3 support with trained TA

### What are our challenges?

- Regular attendance remains at 82%, with girls, Māori and Cook Island Māori below the 85% threshold. 11 students continue to have attendance 70% or below
- Less than 100% of students are At or Above Expected levels for their age. These were 3 tier 2 priority students and 3 tier 3 (sub priority) student (who received extra MOE support)
- Embedding skills / knowledge from one text type to another
- Less than 100% of students are At or Above Expected levels for their age
- Reliable data that can show shifts over time. This unreliability comes from the type of data that has been collected over time, with unmoderated standardised test results being the main data collection

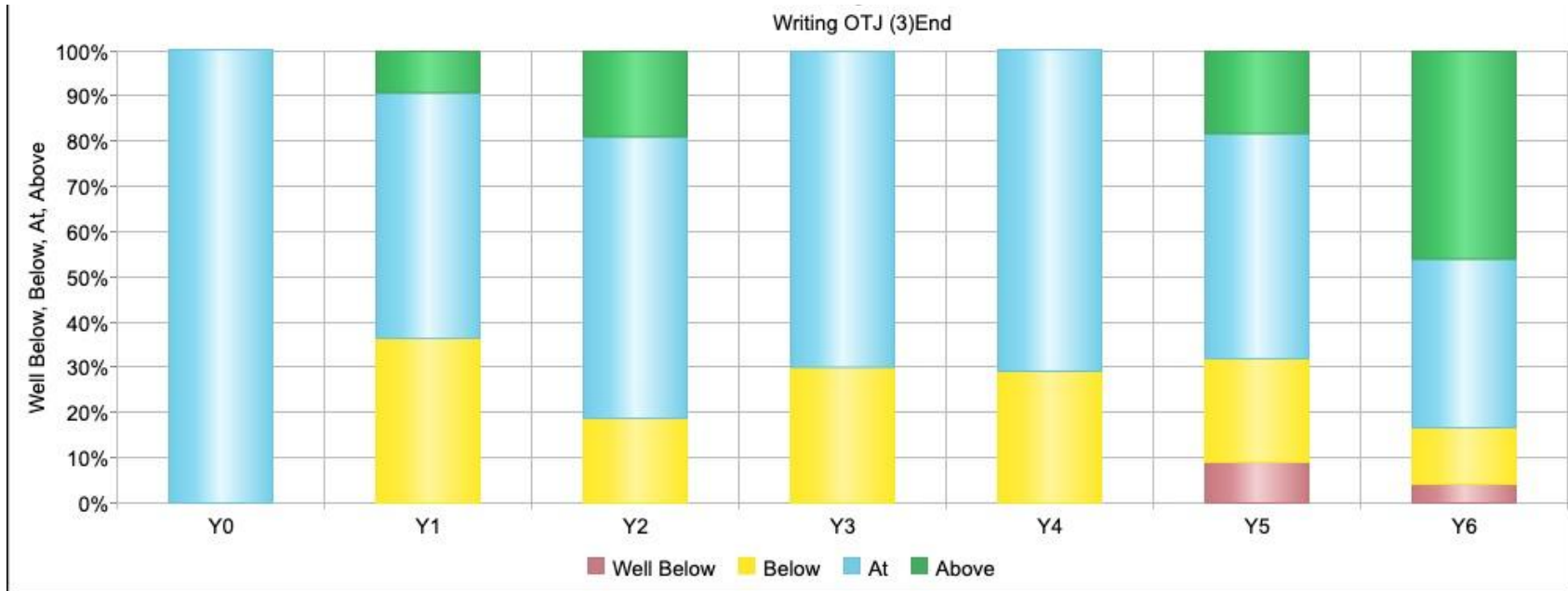
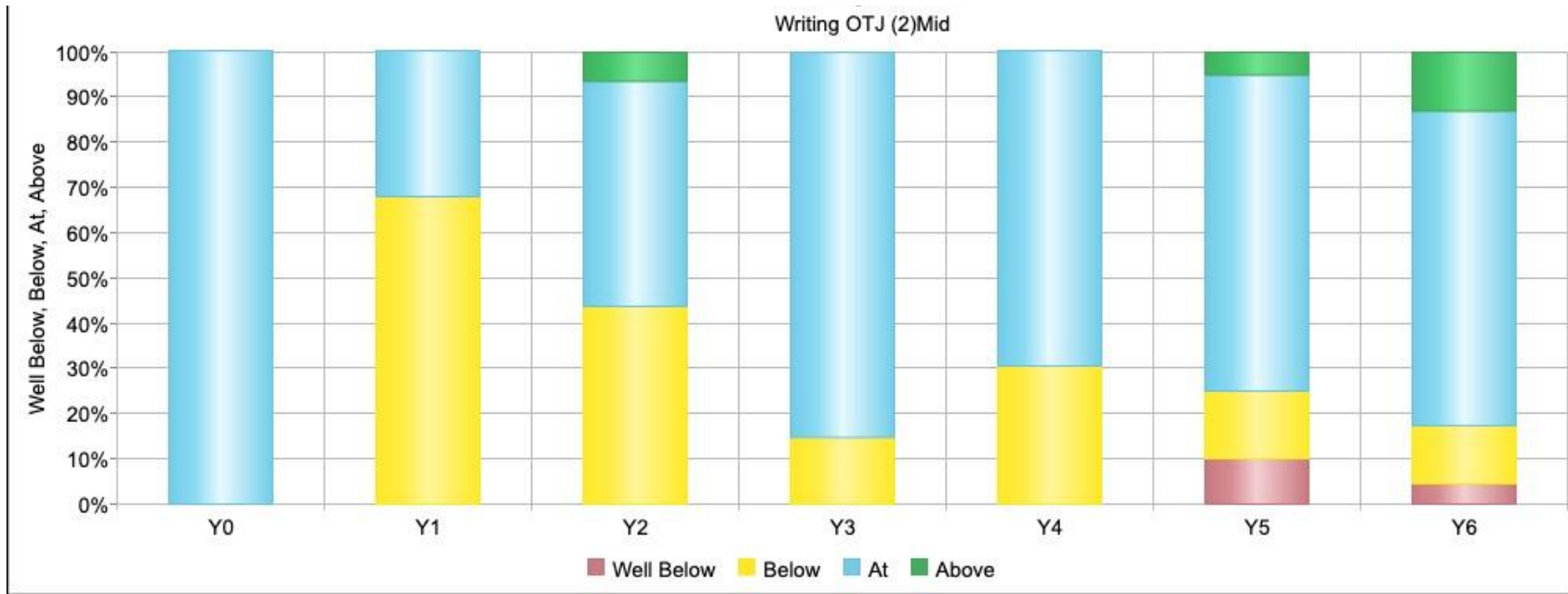


- Covid19 Lock down that came in Aug / Sep, with a low number of devices in homes that mean that engagement was lower than expected

### What are our next steps?

- Provide ongoing training for TA around literacy programmes to better assist priority learners
- Pinpoint specific areas of need, such as the vocabulary of formal writing, and provide necessary support through the techniques of experts such as Sheena Cameron
- Develop digital resources / banks of individualised reading resources
- Embed authentic learning opportunities to be integrated with project based learning and local curriculum - this has begun in T4 in some areas as a trial for 2022
- Read a wider range of text types and genre
- Embed the monitoring and analysis of OTJ data, focusing on next steps for every individual student, and priority (Tier 2) students
- Introduce teacher observations across the team to observe best practice (in school and in other schools)

Writing:



| All students<br>Years 1 - 6 |        | Well Below |      | Below |       | At |        | Above |       | Total      |
|-----------------------------|--------|------------|------|-------|-------|----|--------|-------|-------|------------|
|                             |        | No         | %    | No    | %     | No | %      | No    | %     | No         |
| All                         | Male   | 3          | 3.7% | 22    | 27.2% | 47 | 58.0%  | 9     | 11.1% | <u>81</u>  |
|                             | Female | 0          | 0%   | 14    | 21.9% | 38 | 59.4%  | 12    | 18.8% | <u>64</u>  |
|                             | Total  | 3          | 2.1% | 36    | 24.8% | 85 | 58.6%  | 21    | 14.5% | <u>145</u> |
| Maori                       | Male   | 3          | 6.5% | 12    | 26.1% | 27 | 58.7%  | 4     | 8.7%  | <u>46</u>  |
|                             | Female | 0          | 0%   | 9     | 22.5% | 23 | 57.5%  | 8     | 20.0% | <u>40</u>  |
|                             | Total  | 3          | 3.5% | 21    | 24.4% | 50 | 58.1%  | 12    | 14.0% | <u>86</u>  |
| Pasifika                    | Male   | 0          | 0%   | 6     | 33.3% | 10 | 55.6%  | 2     | 11.1% | <u>18</u>  |
|                             | Female | 0          | 0%   | 5     | 31.3% | 8  | 50.0%  | 3     | 18.8% | <u>16</u>  |
|                             | Total  | 0          | 0%   | 11    | 32.4% | 18 | 52.9%  | 5     | 14.7% | <u>34</u>  |
| Asian                       | Male   | 0          | 0%   | 0     | 0%    | 1  | 100.0% | 0     | 0%    | <u>1</u>   |
|                             | Female | 0          | 0%   | 0     | 0%    | 0  | 0%     | 0     | 0%    | 0          |
|                             | Total  | 0          | 0%   | 0     | 0%    | 1  | 100.0% | 0     | 0%    | <u>1</u>   |
| MELAA                       | Male   | 0          | 0%   | 0     | 0%    | 0  | 0%     | 0     | 0%    | 0          |
|                             | Female | 0          | 0%   | 0     | 0%    | 0  | 0%     | 0     | 0%    | 0          |
|                             | Total  | 0          | 0%   | 0     | 0%    | 0  | 0%     | 0     | 0%    | 0          |
| Other                       | Male   | 0          | 0%   | 0     | 0%    | 0  | 0%     | 0     | 0%    | 0          |
|                             | Female | 0          | 0%   | 0     | 0%    | 0  | 0%     | 0     | 0%    | 0          |
|                             | Total  | 0          | 0%   | 0     | 0%    | 0  | 0%     | 0     | 0%    | 0          |
| NZ/European                 | Male   | 0          | 0%   | 4     | 25.0% | 9  | 56.3%  | 3     | 18.8% | <u>16</u>  |
|                             | Female | 0          | 0%   | 0     | 0%    | 7  | 87.5%  | 1     | 12.5% | <u>8</u>   |
|                             | Total  | 0          | 0%   | 4     | 16.7% | 16 | 66.7%  | 4     | 16.7% | <u>24</u>  |

**Commentary: Writing: 74% of students working At / Above expected levels for their ages. This was 66% at mid-year. This is a positive shift of 8%**

### What did we specifically do to improve writing?

- Writing interventions include: RTLB / RTLit working with YR1-6 Tier 2-3 learners
- Monitored and analysed OTJ data, focusing on progress of priority (Tier 2) students

### What are our strengths?

- Students working At / Above Expected have increased
- Scheduled daily and weekly writing in small groups with teacher and TA, including oral language activities to support vocabulary development.
- Developing the use of technology / digital platforms. Students with recognised learning challenges use digital technology to assist their writing.
- Initial focus on students within 1 sub level of their expected level (Tier 2 students)
- Focus on oral language, use of reader / writer support where needed (YR4-8)
- Focus on routines around learning, what is a good learner, use of circle time (YR1-2)
- Teacher - student relationships

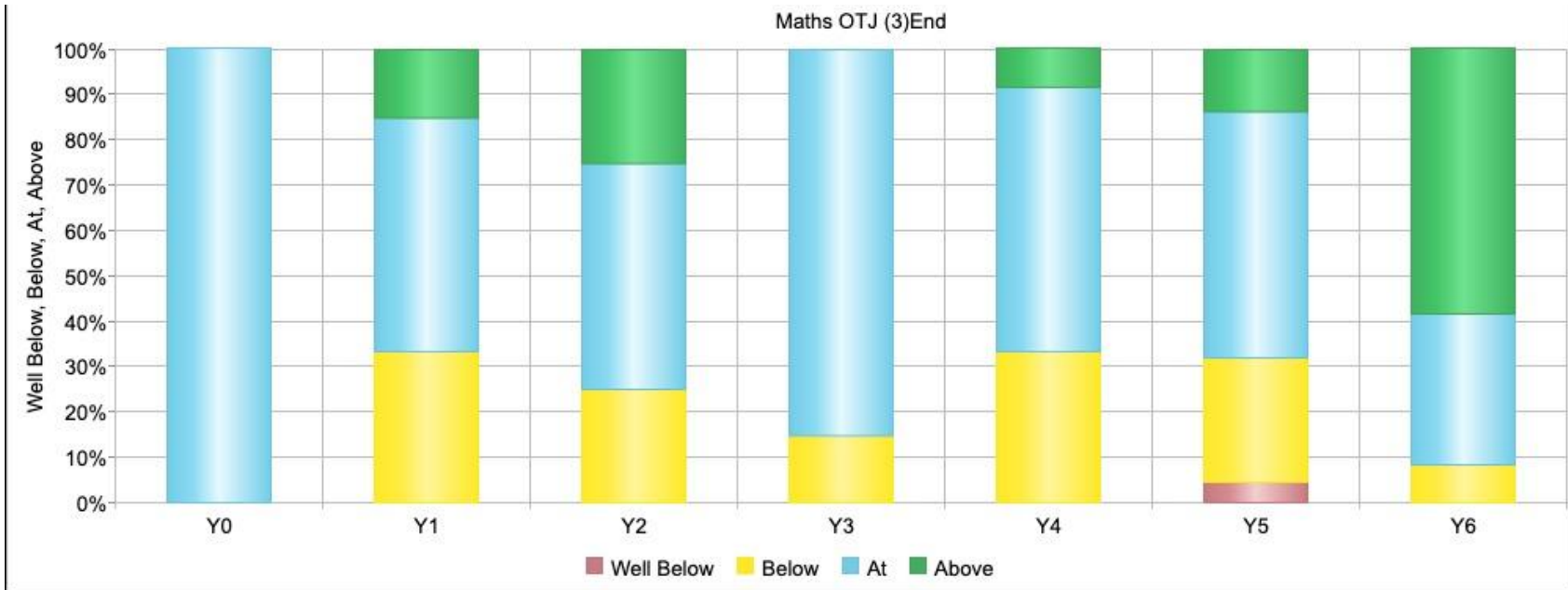
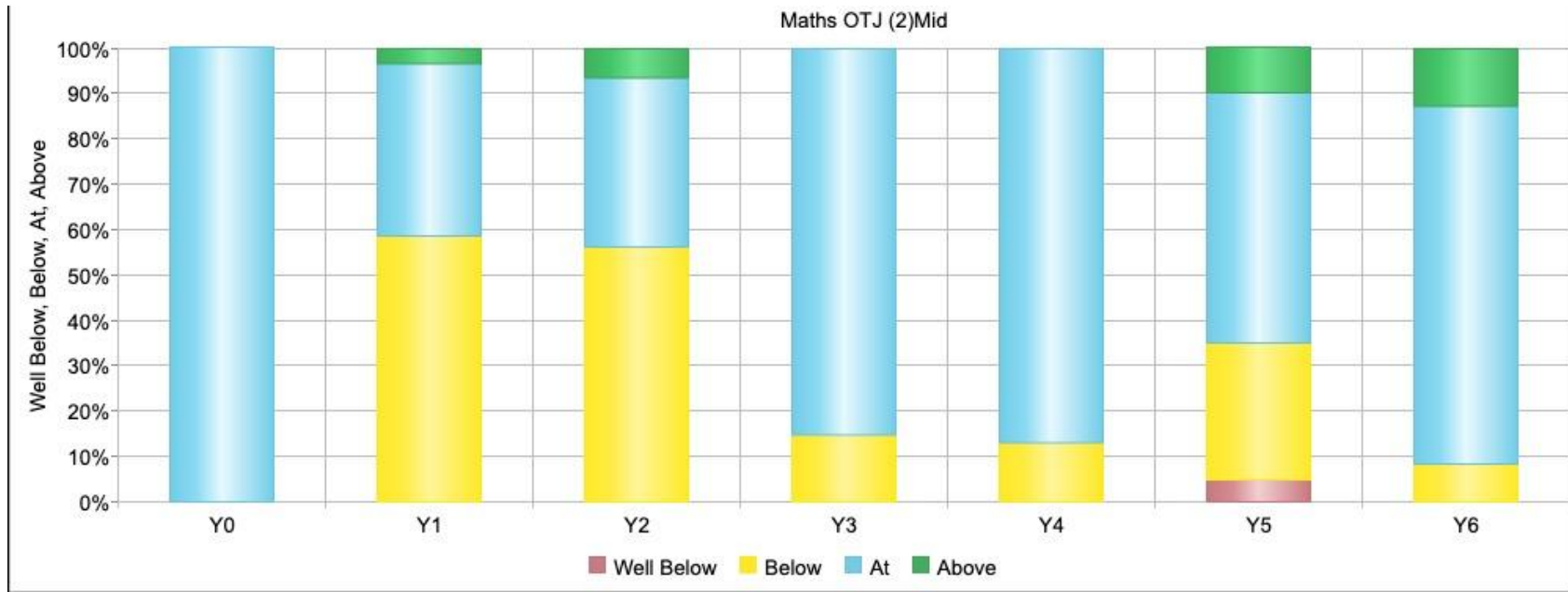
### What are our challenges?

- Regular attendance is 82%, with girls, Māori and Cook Island Māori below the 85% threshold. 11 students have attendance 70% or below
- Less than 100% of students are At or Above Expected levels for their age. These were 3 tier 2 priority students and 3 tier 3 (sub priority) student (who received extra MOE support)
- Less than 100% of students are At or Above Expected levels for their age
- Reliable data that can show shifts over time. This unreliability comes from the type of data that has been collected over time, with unmoderated standardised test results being the main data collection
- Covid19 Lock down that came in Aug / Sep, with a low number of devices in homes that mean that engagement was lower than expected

### What are our next steps?

- Embed the monitoring and analysis of OTJ data, focusing on next steps for every individual student, and priority (Tier 2) students
- Embed authentic learning opportunities to be integrated with project based learning and local curriculum
- Move away from the reliance on worksheet activities, and embed use of digital tools
- Introduce teacher observations across the team to observe best practice (in school and in other schools)

# Maths



| All students<br>Years 1 - 6 |        | Well Below |      | Below |       | At |        | Above |       | Total      |
|-----------------------------|--------|------------|------|-------|-------|----|--------|-------|-------|------------|
|                             |        | No         | %    | No    | %     | No | %      | No    | %     | No         |
| All                         | Male   | 1          | 1.2% | 19    | 23.5% | 49 | 60.5%  | 12    | 14.8% | <u>81</u>  |
|                             | Female | 0          | 0%   | 15    | 23.4% | 33 | 51.6%  | 16    | 25.0% | <u>64</u>  |
|                             | Total  | 1          | 0.7% | 34    | 23.4% | 82 | 56.6%  | 28    | 19.3% | <u>145</u> |
| Maori                       | Male   | 1          | 2.2% | 13    | 28.3% | 26 | 56.5%  | 6     | 13.0% | <u>46</u>  |
|                             | Female | 0          | 0%   | 11    | 27.5% | 18 | 45.0%  | 11    | 27.5% | <u>40</u>  |
|                             | Total  | 1          | 1.2% | 24    | 27.9% | 44 | 51.2%  | 17    | 19.8% | <u>86</u>  |
| Pasifika                    | Male   | 0          | 0%   | 6     | 33.3% | 10 | 55.6%  | 2     | 11.1% | <u>18</u>  |
|                             | Female | 0          | 0%   | 4     | 25.0% | 9  | 56.3%  | 3     | 18.8% | <u>16</u>  |
|                             | Total  | 0          | 0%   | 10    | 29.4% | 19 | 55.9%  | 5     | 14.7% | <u>34</u>  |
| Asian                       | Male   | 0          | 0%   | 0     | 0%    | 1  | 100.0% | 0     | 0%    | <u>1</u>   |
|                             | Female | 0          | 0%   | 0     | 0%    | 0  | 0%     | 0     | 0%    | 0          |
|                             | Total  | 0          | 0%   | 0     | 0%    | 1  | 100.0% | 0     | 0%    | <u>1</u>   |
| MELAA                       | Male   | 0          | 0%   | 0     | 0%    | 0  | 0%     | 0     | 0%    | 0          |
|                             | Female | 0          | 0%   | 0     | 0%    | 0  | 0%     | 0     | 0%    | 0          |
|                             | Total  | 0          | 0%   | 0     | 0%    | 0  | 0%     | 0     | 0%    | 0          |
| Other                       | Male   | 0          | 0%   | 0     | 0%    | 0  | 0%     | 0     | 0%    | 0          |
|                             | Female | 0          | 0%   | 0     | 0%    | 0  | 0%     | 0     | 0%    | 0          |
|                             | Total  | 0          | 0%   | 0     | 0%    | 0  | 0%     | 0     | 0%    | 0          |
| NZ/European                 | Male   | 0          | 0%   | 0     | 0%    | 12 | 75.0%  | 4     | 25.0% | <u>16</u>  |
|                             | Female | 0          | 0%   | 0     | 0%    | 6  | 75.0%  | 2     | 25.0% | <u>8</u>   |
|                             | Total  | 0          | 0%   | 0     | 0%    | 18 | 75.0%  | 6     | 25.0% | <u>24</u>  |

**Commentary: Maths: 76% of students working At / Above expected levels for their ages. This was 69% at mid-year. This is a positive shift of 7%**

### What did we specifically do to improve writing?

- Introduced Numicon into the senior syndicate, including the development of skills for one teacher and teacher aide
- Monitored and analysed OTJ data, focusing on progress of priority (Tier 2) students
- Introduced Mathletics and Mathseeds

### What are our strengths?

- Students working At / Above Expected have increased
- 8 out of 14 priority students move from Beginning to Developing or Advanced, with 3 making accelerated progress
- Developing the use of technology / digital platforms (Quizziz, e-Ako / Mathletics - in trial)
- Initial focus on students within 1 sub level of their expected level (Tier 2 students)
- Focus on routines around learning, what is a good learner, use of circle time (YR1-2) Talk Moves to encourage math thinking and collaborative learning. (Y3-6)
- Teacher - student relationships

### What are our challenges?

- Embedding skills / knowledge from one text type to another
- Less than 100% of students are At or Above Expected levels for their age
- Reliable data that can show shifts over time. This unreliability comes from the type of data that has been collected over time, with unmoderated standardised test results being the main data collection
- Covid19 Lock down that came in Aug / Sep, with a low number of devices in homes that mean that engagement was lower than expected

### What are our next steps?

- Embed use of Numicon, including the development of skills across the whole teacher / teacher aide teams
- Embed, monitor and analyse OTJ data, focusing on next steps for every individual student
- Develop digital resources / banks of individualised reading resources
- Embed authentic learning opportunities to be integrated with project based learning and local curriculum and STEAM learning
- Move away from the reliance on worksheet activities, and embed use of digital tools
- Introduce teacher observations across the team to observe best practice (in school and in other schools)