

Analysis of Variance Reporting



School Name:	Kamo Primary School	School Number:	1030
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Strategic Aim:	Our 2023 Strategic Aim was that all students will strive to meet personal gains that supports the New Zealand Curriculum levels and expectations for their year level in Writing.																																			
Annual Aim:	Our Annual Aim for 2023 was that all students will be engaged in Writing and their learning will show the progress they have made to reach their own potential. This will be integrated across the curriculum.																																			
Target:	Our Curriculum Achievement Target in Reading for 2023 was to have at least 85% of our students working At or Above their New Zealand Curriculum levels and expectations for their year level. This target is inclusive of our whole school as we do not exclude our students who have additional learning needs and therefore, their results are included.																																			
Baseline Data:	<p>Our 2023 baseline data showed the following:</p> <table border="1"> <thead> <tr> <th></th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td>90%</td> <td>67%</td> <td>24%</td> <td>17%</td> <td>5%</td> <td>4%</td> </tr> <tr> <td>Level 2</td> <td>10%</td> <td>33%</td> <td>76%</td> <td>81%</td> <td>31%</td> <td>12%</td> </tr> <tr> <td>Level 3</td> <td>-</td> <td>-</td> <td>-</td> <td>1%</td> <td>62%</td> <td>77%</td> </tr> <tr> <td>Level 4</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>1%</td> <td>8%</td> </tr> </tbody> </table>		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Level 1	90%	67%	24%	17%	5%	4%	Level 2	10%	33%	76%	81%	31%	12%	Level 3	-	-	-	1%	62%	77%	Level 4	-	-	-	-	1%	8%
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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>In 2017 we decided to undertake some Professional Learning and Development in Writing as we wanted to improve the results we were achieving with our students. This PLD was carried out by a staff member who had experience in working with teachers and students as she had previously been a Literacy facilitator specialising in Writing. She predominantly worked with our teachers and students in Years 3 – 6 but had times when she worked with the whole staff. We continued this PLD from 2017 until 2021 and still follow the practices and pedagogies we learnt from it. In 2021 we began looking at Structured Literacy and introduced this to our junior students. Throughout 2022 it was introduced to the rest of the school and this year we have implemented it schoolwide as part of our programme for those who need it.</p> <p>The following actions have been undertaken by all teaching staff and have been identified as making a difference to student learning and our Writing data for 2023:</p>	<p>Our overall end of year data for 2023 showed the following:</p> <table border="1" data-bbox="622 352 1151 659"> <thead> <tr> <th></th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td>97%</td> <td>71%</td> <td>25%</td> <td>11%</td> <td>3%</td> <td>1%</td> </tr> <tr> <td>Level 2</td> <td>3%</td> <td>27%</td> <td>75%</td> <td>82%</td> <td>39%</td> <td>15%</td> </tr> <tr> <td>Level 3</td> <td>-</td> <td>2%</td> <td>-</td> <td>7%</td> <td>59%</td> <td>69%</td> </tr> <tr> <td>Level 4</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>14%</td> </tr> <tr> <td>Level 5+</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>1%</td> </tr> </tbody> </table> <p>We saw significant changes in the following cohorts within our school for 2023:</p> <ul style="list-style-type: none"> The overall schoolwide data shows our Year 2 cohort is doing exceptionally well in Writing with 29% of students working above or well above their end of year expectation. Year 6s are the next cohort doing well with 15% of their students working at this higher level. Year 5 is the most concerning cohort with 42% working below or well below their end of year expectation. This is followed by Year 3 who have 25% of students working within Level 1 of the curriculum. In saying this, there is a drastic improvement for this year group as the mid-year data 		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Level 1	97%	71%	25%	11%	3%	1%	Level 2	3%	27%	75%	82%	39%	15%	Level 3	-	2%	-	7%	59%	69%	Level 4	-	-	-	-	-	14%	Level 5+	-	-	-	-	-	1%	<p>We reached our specific aim of having 85% of our students achieving at or above in Writing this year.</p> <p>We have identified the following reasons for the positive variance in our data:</p> <ul style="list-style-type: none"> Teachers became more comfortable with what they were teaching and how to teach it. The teaching model that was introduced allowed teachers to have a framework for their lessons and programmes. Collaborative planning provided opportunities for teachers to scaffold each other in their own professional teaching and learning in Writing. Collaborative planning allowed for opportunities to build capability across the staff as opposed to having a few people holding all the knowledge. Planning allowed for teachers to identify student needs. Shared and guided Writing lessons were specifically planned for which allowed teachers to 	<p>We chose to continue to follow the same practices we know are working from the 2017 – 2021 PLD we undertook. We are in a position for our staff to independently maintain and continue moving forward in their teaching and analysis of Writing.</p> <p>We will continue to follow the same practices as the past six years with the intention to take these to the next level in our professional learning and development as a whole staff.</p> <p>We will continue to plan collaboratively in teams and use the planning templates, exemplars and resources that were introduced and created as part of our internal PLD.</p> <p>We will continue to provide extra support for our Provisionally Certified Teachers (PCTs) and for those staff who are changing levels within the school.</p> <p>We will have Writing and Structured Literacy at the forefront of our minds to increase our data even further</p>
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<ul style="list-style-type: none"> • Using a consistent, schoolwide model to deliver Writing education in all classrooms. • Delivering workshops and targeted teaching where teachers work with students around an identified need to enhance their learning. • Collaborative planning within our four teaching teams. • Staff and team meetings which have been dedicated to professional learning and development in Writing and Structured Literacy for teachers. • Staff meetings which have been focused around raising student achievement. • Professional discussions as part of teacher's Professional Growth Cycles in relation to teaching and learning. • Peer observations amongst staff in Writing and Structured Literacy lessons. • Having a constant awareness amongst all teaching staff about what we are aiming to achieve in our Writing data for 2023. • Open discussions with our Board of Trustees around our data – what it's showing, what we are doing to 	<p>showed there were 71% of this cohort working within Level 1. Bear in mind that at the mid-year point, some of these Year 3 students were still on track at Level 1, but there has been a positive shift in the achievement of that cohort.</p> <ul style="list-style-type: none"> • Looking at our year groups more closely, when we analyse how many students are within each quartile, we have between 24% and 48% of students working in these lower quartiles. Although this is more than we would like, we are aware that these numbers include our students with additional learning needs. • We also have between 52% and 76% of our students who are working in the 50th – 100th percentiles. • Breaking the year levels down further, we have some great results with 32% of our students overall working in the 75th – 100th percentile in Writing across the school. These students are meeting, and in most cases exceeding, their expectation. A more detailed breakdown of the year groups shows the following percentage of students working at this higher percentile: <ul style="list-style-type: none"> - 39% of Year 1 - 29% of Year 2 - 28% of Year 3 	<p>focus on teaching specific skills for those who needed them.</p> <ul style="list-style-type: none"> • A growth mindset developed amongst the staff in relation to the teaching of Writing. • Writing became less of an area where teachers were unsure of themselves and how to teach it effectively. • We had 'buy-in' from staff which helped to create a positive mindset. • Our facilitator had very sound and comprehensive knowledge around all aspects of Writing and provided the staff with exemplars to use in their teaching. This person is still a member of staff and continues to support staff and work with students. • Teachers became more confident in what they were looking for in their students and felt more comfortable with the evidence they had for students to make an informed and justified OTJ in PaCT about a student's learning. • We have continued to use language around assessing against curriculum levels and had meetings where we 	<p>by the end of the 2024 school year.</p> <p>We will continue to use the Progress and Consistency Tool (PaCT) to help teachers confirm their judgements for student progress and achievement.</p> <p>We will continue to work with staff around their curriculum knowledge and development, as well as the Learning Progressions Framework in Writing.</p> <p>Our own local curriculum for Kamo Primary School was introduced in 2019. Changes are made each year in response to students and staff needs, and changes in education. This will continue to guide our teaching and learning.</p> <p>All staff will continue using Iris Connect in 2024 to observe themselves, reflect on their teaching and students' learning and then make changes to their practice and programmes accordingly.</p> <p>Programmes will continue to include Structured Literacy in 2024. Teachers in Years 0 – 2 will use Liz Kane's 'Little Learners Love Literacy'</p>
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<p>address it, and what we see as a result.</p> <ul style="list-style-type: none"> Professional learning with our teaching staff around how to measure progress and achievement against the New Zealand Curriculum levels. Introduction of the Progress and Consistency Tool (PaCT) and continuing to use the Learning Progressions Framework (LPF) to help teachers make informed decisions and about their students' learning. Using Iris Connect for staff to video themselves teaching, observe and reflect on their lessons and make changes accordingly to suit the needs of their students. Being and flexible and changing the model of how we teach Writing as the needs of our staff and students changed. 	<ul style="list-style-type: none"> - 36% of Year 4 - 33% of Year 5 - 29% of Year 6 <ul style="list-style-type: none"> Analysing the genders, the data shows there is quite a difference between them. It is our girls who are performing better than our boys and the differences between them are significant. Our data shows: <ul style="list-style-type: none"> Year 1 is very similar with 2% of girls and 3% of boys working above their expected level. Year 2 shows 34% of girls and 25% of boys are working above expectation. Year 3 has no students in either gender working above expectation, but when we look at those who are working below, we have 17% of girls compared with 30% of boys. Year 4 students have 12% of girls and 2% of boys working above their end of year expectation. Looking at those working below expectation, our girls have just 3% compared with 17% of boys. Year 5 is showing quite a difference between the genders. This cohort has no students working above their expectation, but for those working below expectation, it is very different. Girls have 	<p>could see what this would look like.</p> <ul style="list-style-type: none"> PaCT has given teachers the opportunity to identify the specific skills and abilities each child has obtained and allows them to assess them on their positive progress and achievement rather than pointing out any deficits in their learning. Structured Literacy has allowed our students in Years 0 – 2 to have sound foundational skills to begin their Writing journey and to also build on from. It has also meant students in Years 3 – 6 who require more specific and targeted teaching are receiving it. 	<p>decodables and 'The Code.' Teachers in Years 3 – 6 will be using the iDeal platform.</p> <p>As a staff, we will begin looking further at Te Mātaiaho during 2024 and begin implementing it so we develop an understanding of the Understand, Know, Do model, how the curriculum refresh is changing the way we think of learning and achievement, as well as how we deliver the progress indicators. Alongside this, we will also be looking at and learning about the Common Practice Model.</p>
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	<p>30% below compared with 52% of boys. This is a cohort to watch next year as they move into their last year of primary school.</p> <ul style="list-style-type: none">- Year 6 has a similar percentage of students working above their expected level with 14% of girls and 16% of boys. However, we get a very different picture for those working below with 9% of girls and 22% of boys underachieving.• Looking at the data for our Māori students, we see a different picture to our overall schoolwide data.• The only cohorts who have similar results to the overall data are Years 4 and 6. Year 4 shows a 4% difference with 52% of the overall data showing our students working in the 50th – 100th percentiles, while the Māori data shows a positive increase to 56% working in these higher percentiles. In Year 6 there is just a 3% difference, but unfortunately it is not in the same trajectory as the Year 4s. In the overall data our Year 6 students have 56% in the higher percentiles compared with 53% in the Māori data.• Year 2 is the most concerning comparison as there is a significant difference in the achievement of our Māori students compared to		
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the rest of the school. Overall, we have 76% working in the 50th – 100th percentiles, but sadly this is only 52% in our Māori data.

However, it is also the only year group where we have any Māori girls working above expectation with 12%; this is in fact only 1 student in total though. Year 2 boys have 13% working above expectation, but this equates to 2 students.

- The rest of the year groups for our Māori students have between an 8% – 10% difference when compared to the overall data.
- When we look at the difference between the genders for our Māori students, we see students in Years 3 – 6 have quite a difference. Overall, our girls are performing better than our boys as girls have 12% of students working below expectation compared with 22% of boys. Below is a comparison of their differences in Years 3 – 6:
 - Year 3 has 25% of girls and 40% of boys who are not meeting at their end of year expectation.
 - Year 4 shows 12% of girls working below expectation compared with 30% of boys.
 - Year 5 has the biggest difference between the genders with 20% of girls and 50% of boys who are not

	<p>achieving at their expected level in Writing for this time of year.</p> <ul style="list-style-type: none">- Year 6 is interesting as it has 18% of girls and 24% of boys who are working below their expected level, but our Māori boys have a very pleasing 38% who are working above expectation.• When we look at the percentages for our Pasifika students, we appear to have large percentages of students who are not achieving their expected level in Writing for the end of the year. It is important to take note of the actual numbers of students these percentages equate to, as this cohort has only 19 students in total from a school roll of 470 students overall. Equally important is that most of these students do not speak English at home and the only place they are required to write in English is at school.• Our Pasifika data shows we have 75% of Year 3 students who are not meeting their end of year expectation. However, this is only 3 students in total. Year 4 has 25% (1 student) and Year 5 has 75% (3 students) who are not where we would like them to be for this time of year. It is great to see though that none of our Year 6 students are underachieving in		
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	<p>Writing and they are moving off to intermediate working at their expected level.</p> <p>Teachers became more aware of what to teach in Writing at all levels of learning across the school. This was due to the use of PaCT, the LPFs, the internal PLD we undertook in 2021, and the introduction of Structured Literacy. Noticeable changes in teachers own content knowledge were seen and they became more aware and confident in what to plan for and teach in their classroom programmes.</p>		
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Planning for next year:

The Kamo Primary School Board of Trustees will continue to support our principal in the direction she would like to take our school with regard to teaching and learning in Writing. All decisions made will be based around what best suits the needs of our students. We are invested in raising student achievement in Writing and our Board of Trustees will do anything to support what our Senior Leadership Team and our teaching team feel would be the best approach for our students. The Board of Trustees of Kamo Primary School always has the best interests of our students at the forefront of any decision they make.

They have been informed of our 2023 end of year data and have seen the progress that was made from Term 2 to Term 4 in all Year groups. We have a reasonable number of students with additional learning needs for a school of our size and they agree with the leaders of the school that we will not exclude these student's results from our data. We believe in an inclusive learning environment for all students and therefore they are included in the results we share.