

Analysis of Variance Reporting



School Name:	Ngutunui	School Number:	1853
Strategic Aim:	Student Achievement:		
Annual Aim:	To lift student achievement in relation to equity and excellence.		
Target:	<p>Reading: 32/41 (78%) of the 2020 cohort of Y1-8 students to be at or above. 8/11 (72%) of Year 5 students to be at, or above.</p> <p>Writing: 32/41 (78%) of the 2020 cohort of Y1-8 students to be at or above. 6/8 (75%) of our Māori students to be at, or above.</p> <p>Maths: 32/41 (78%) of the 2020 cohort of Y1-8 students to be at or above. 4/8 (50%) of our Māori students to be at, or above.</p> <p>For tamariki who have been at Ngutunui for one year or more as of December 2020.</p>		
Baseline Data:	<p>Reading: 77% achieving 23% below (43) Year 0-8</p> <p>Writing: 45% achieving 55% below (29) Year 1-8</p> <p>Math: 68% achieving 32% below (31) Year 1-8</p>		

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>Reading: Read every day, tamariki who were well below at the beginning of the year had individualised programmes. Buddy reading was introduced.</p> <p>Writing: Introduced new resources, grouped to ability – cross ages. More lessons for extra support given to tamariki who required it.</p> <p>Maths: Worked on changing the mindset of the tamariki, maths became fun, more learning games and had parent open day for them to come and observe what their child’s math lesson looks like in the classroom.</p>	<p>Reading: (43 tamariki) 10 (23%) tamariki below 28 (65%) tamariki at 5 (12%) tamariki are above TARGET: Year 5 tamariki 8 (18%): 50% are At & 50% are Below – This was only 8 tamariki not 10. (One left during the year and one is attending Health School) Below: Of our 10 below we have; 8 boys and 2 girls Out of the 10 - 4 identify as Māori</p> <p>Writing: (29 tamariki) 8 (28%) tamariki well below 8 (28%) tamariki below 5 (6%) tamariki at 8 (28%) tamariki above Below and Well Below: 13 boys and 3 girls 4 of the 16 tamariki identify as Māori - 25%</p>	<p>Reading: The ten tamariki who are reading below, two of them have struggled since attending last year as new students to our kura, they came in below and then lockdown hit, they come from families who even though they had access to books, they didn’t seem to be involved in reading over the lockdown period. After lockdown four of the ten didn’t return to kura straight away. Reading is taught every day at the kura and books are taken home. Most of the tamariki below are boys. This is an area of concern.</p> <p>Writing: Writing is a main struggle here at our school, this year we managed to introduce different writing genre’s. More resources were used in the class to engage our tamariki into writing. Cross grouping in the school was introduced, tamariki wrote diaries while in Lockdown.</p> <p>Maths: All children who are below have made progress during the year especially in the areas of fractions and proportional thinking. One</p>	<p>Reading: Targets have been set, we will continue to target the tamariki who are not At. We will monitor them closely and establish a home/school partnership with their whānau.</p> <p>Writing: We have enrolled to be part of the literacy structured programme with Ideal. We will all be involved with PD and target the tamariki who are below and well below. This will be a school wide programme so all tamariki will benefit, and the new entrants who start this year will be taught the correct way from the start of their learning journey.</p> <p>Maths: Withdrawal group - cluster of Year 5’s who are 1 stage behind Work on part/whole thinking - making them multiplicative by focusing on cognitive development Accelerated learning - preload vocab through use of TIP charts, Visual cues, pictures, arrays and equipment to help with multiplicative thinking.</p>

		<p>child has moved 4 stages to now be 1 stage behind the expected level for the age group. These children will be a target for 2021. It is important to note that 9 out of 10 or 90% of these children are only 1 stage below expectations. 1 will be on an individualised Learning program. 9 children - are working above in maths and 12 children are working at expectations 21 are at or above</p>	
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Planning for next year:

Reading: 2021 – Target 75% (6 out of 8) tamariki who are below to be At by end of Nov 2021

- Close monitoring of these tamariki
- Running record to be completed on these 8 tamariki at least once a week
- Meeting with whānau early in Term 1 to set goals to ensure school/home partnership is established (to meet at least once a term thereafter)
- Purchase more non-fiction text to hook boys (7 of the 8 are boys)
- Small group introduction to Quick 60 Reading programme

Writing: 2021 – We will target the Well Below students (8) 28% to get to Below or At by the end of 2021

- Introduction of the Structured Literacy Programme which will be school wide. Ideal – Learning Matters
- Teaching of sentence structure using models/comeos
- One on one mentoring for tamariki
- PD for staff
- School wide planning
- Create more experiences for tamariki to write about
- Create school wide hooks to engage learners
- Offering variety of formats to use for writing

Math: 2021 – Target 60% (5 out of 8) tamariki who are below to be At by end of Nov 2021

- I E P’s for 2 children
- Withdrawal group - cluster of Year 5’s who are 1 stage behind
- Work on part/whole thinking - making them multiplicative by focusing on cognitive development
- Accelerated learning - preload vocab through use of TIP charts,
- Visual cues, pictures, arrays and equipment to help with multiplicative thinking.

Tātaritanga raraunga



Ingoa o te Kura:	Nama o te Kura
Whāinga Rautaki:	
Wāhanga ā-Tau:	
Uaratanga:	
Raraunga o Terā Tau:	

Tukanga <i>I aha mātou?</i>	Ngā hua <i>He aha ngā hua?</i>	Ngā take e rerekē ana <i>He aha i pēnei ai?</i>	Aromātai <i>He aha ināiane?</i>
Mahere mahi mo te tau heke mai ana:			