

MINISTRY OF EDUCATION TE TĂHUHU O TE MĂTAURANGA

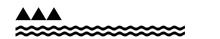
Analysis of Variance Reporting



School Name:	Ngutunui	School Number:	1853
Strategic Aim:	Student Achievement:		
Annual Aim:	To lift student achievement in r	relation to equity and excellence.	
Target:	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.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.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.For tamariki who have been at Ngutunui for one year or more as of December 2020.		
Baseline Data:	Reading: 77% achieving 23 Writing: 45% achieving 559 Math: 68% achieving 329	% below (29) Year 1-8	

Actions What did we do?	Outcomes What happened?	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
What did we do?Reading: Read every day, tamariki who were well below at the beginning of the year had individualised programmes. Buddy reading was introduced.Writing: Introduced new resources, grouped to ability – cross ages. More lessons for extra support given to tamariki who required it.Maths: 	What happened? 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 Writing: (29 tamariki) 8 (28%) tamariki well below 8 (28%) tamariki at 8 (28%) tamariki above Below: and Well Below:		
classroom.	13 boys and 3 girls 4 of the 16 tamariki identify as Māori - 25%	tamariki into writing. Cross grouping in the school was introduced, tamariki wrote diaries while in Lockdown.	5's who are 1 stage behind Work on part/whole thinking - making them multiplicative by focusing on cognitive
		Maths: All children who are below have made progress during the year especially in the areas of fractions and proportional thinking. One	development Accelerated learning - preload vocab through use of TIP charts, Visual cues, pictures, arrays and equipment to help with multiplicative thinking.

		 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 	
 Meeting with whānau early ir Purchase more non-fiction te Small group introduction to G Writing: 2021 – We will target the W Introduction of the Structured Teaching of sentence structure One on one mentoring for tar PD for staff School wide planning Create more experiences for Create school wide hooks to Offering variety of formats to Math: 2021 – Target 60% (5 out of 8 I E P's for 2 children Withdrawal group - cluster of Work on part/whole thinking Accelerated learning - preload 	nariki ted on these 8 tamariki at least onc Term 1 to set goals to ensure scho xt to hook boys (7 of the 8 are boys uick 60 Reading programme Vell Below students (8) 28% to get f Literacy Programme which will be re using models/cameos nariki tamariki to write about engage learners use for writing	e a week pol/home partnership is established (to r b) to Below or At by the end of 2021 school wide. Ideal – Learning Matters y end of Nov 2021	meet at least once a term thereafter)



Tātaritanga raraunga



MINISTRY OF EDUCATION

TE TĀHUHU O TE MĀTAURANGA	
Ingoa o te Kura:	

Nama o te Kura

Whāinga Rautaki:		
Minaniga Nadataki.		
Wāhanga ā-Tau:		
Trananga a Taan		
Uaratanga:		
D T - T		
Raraunga o Terā Tau:		

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