

2018 Analysis of Variance Report

NAG2A(b)(i) Areas of strength

Area of the curriculum: Reading - Pānui

All students: 569 students

- Year 7 and 8 students achieved high levels of achievement with 505 or 89% Year 7 and 8 at (280 or 49%) or above (225 or 40%) the standard in reading. This is consistent with 2016 data and past years.
- High levels of achievement were achieved with girls, 93% at or above and boys, 86% at or above. This is significantly higher than 2016 NZ national norms for girls which were 82% and boys 74%.
- Maori students are achieving very well in reading with 84% at or above the standard. This is close to the achievement levels of NZ European students (91%). It is also 15% higher than national norms of 68.8%.

Year 7: 272 students

- **Year 7** students achieved high levels of achievement with 89% at (140 or 47% - early level 4) or above (124 or 42% - level 4 and above) the standard. This data is well above 2016 NZ national norms of 75.4%.

Year 8: 297 students

- Year 8 students achieved high levels of achievement in reading with 264 or 89% at (140 or 47% - level 4) or above (124 or 42% - early level 5 and above) the standard. This is well above 2016 NZ national norms of 78.2%. They have maintained this achievement rate from 2016 when as Year 7, 264 or 90% achieved at/above the standard.

Area of the curriculum: Writing - Tuhituhi

All students: 569 students

- Year 7 and 8 students achieved good levels of attainment in writing with 451 or 78% Year 7 and 8 at (350 or 62%) or above the standard (101 or 18%).
- This is a 3% improvement on the previous year, when 75% of students were at or above.
- This result is well above 2016 NZ national norms of 69.3%.

Year 7: 272 students

- 206 or 77% of Year 7 were at (170 or 63%) or above (39 or 14%) the standard.
- This data is well above 2016 NZ national norms of 65.3%.

Year 8: 297 students

- 242 or 81% of Year 8 students were at (180 or 61%) or above (62 or 21%) the standard.
- This data is well above 2016 NZ national norms of 69.2%.

Target Group 1 - All students in Year 8 - Comparative Analysis 2016 Year 7 Cohort - 2017 Year 8 Cohort

- In 2017, the proportion of students at or above the standard increased by 7% or 25 more students from 74% or 217/295 in 2016 to 81% or 242/297 in Year 8 in 2017.
- When comparing 2016 interim National Standards data to 2017 end of year National Standards data, 50 students made an accelerated shift to the next standard. 29 of these students were male and 21 female.
 - 9 students progressed from well below to below
 - 24 students progressed from below to at
 - 16 students progressed from at to above
 - 1 student progressed from well below to at the standard.

Target Group 2- Male students- Comparative Analysis 2016 Year 7 Cohort - 2017 Year 8 Cohort

- In 2017, the proportion of male students achieving at or above the standard increased by 9% (12 male students) from 61% in 2016 to 70% in 2017.

Target Group 2 - Māori students - Comparative Analysis 2016 Year 7 Cohort - 2017 Year 8 Cohort

- In 2017, the proportion of Year 8 Māori students achieving at or above the standard increased from 68% in 2016 to 83% (5 more students made a shift to the next standard). This is an increase of 15%. This includes 1 student who progressed from well below to below the standard and 4 students who progressed from below to at standard.

Area of the curriculum: Mathematics - Pāngarau

Year 7: 272 students

- 204 or 75% of students achieved at or above the standard (131 or 48.2% at, 73 or 26.8% above)

Year 8: 297 students

- 250 or 83.9% of students were at or above the standard (181 or 60.7% at, 69 or 23.2% above)

Comparative Analysis 2016 Year 7 Cohort - 2017 Year 8 Cohort

- Between the end of Year 7 (2016) and the end of Year 8 (2017) the proportion of students achieving at or above the standard has increased from 80.7% to 83.9% (238 to 250 students – an increase of 12 students).
- The percentage of students who were below or well below has dropped from 19.3% to 16.1% (57 to 48 students – a decrease of 9 students).
- The percentage of Maori students who were below dropped from 26.8% to 17.5% (11 to 7 students).
- Of the girls identified as below at the end of 2016, 8 of them have made more than a year's progress and are now working at level 4 (at the standard). The remaining girls have moved into early level 4 and are below. Two girls who were well below at the end of 2016 have made more than a year's progress and are now below.

NAG2A(b)(i) Areas for improvement

In 2017, Heaton used national standards to report on curriculum achievement in reading, writing and mathematics. Due to recent changes in government direction 'Curriculum level' will be used in 2018 in place of national standard.

National Standard Subject: Writing -Tuhituhi

Target groups for writing 2018

Year 8 students below/well below curriculum expectations

63 or 23% of Year 8 students are below or well below the expected curriculum level

- 52 of these students are at level 3 of the curriculum or below curriculum expectations.
- 11 of these students are at early level 3 of the curriculum or well below curriculum expectations.

From this group, there are two particular sub-groups that will be targeted.

Subgroup 1: Year 8 Males below/well below curriculum expectations

46 or 31% Year 8 males - below/well below

- 37 or 25% below or curriculum level 3
- 9 or 16% well below or early level 3 of the curriculum

Subgroup 2: Year 8 Māori below/well below curriculum expectations

12 or 35% Year 8 Māori students below or well below

- 10 or 29% of students below or curriculum level 3
- 2 or 6% of students well below or early 3 of the curriculum

National Standard Subject: Mathematics - Pāngarau

Target group for mathematics 2018

Year 8 students below/well below curriculum expectations

- 68 or 25% of students are below or well below (56 or 20.6% below, 12 or 4.4% well below)
- 37.2% of Maori (13 students) are either below or well below compared to 25% of all Year 7 students.

From this group both male and female students at level 3 and early level 3 will be targeted as there is no significant

difference between the two groups.

- 56 students are at level 3
- 9 students are achieving at early level 3

Year 8 Maori students (both genders)

- 10 students are at level 3
- 3 students are at early level 3

NAG2A(b)(ii) Basis for identifying areas for improvement

Student achievement results and supporting analysis, identify writing and mathematics for future focussed targeted action for the current Year 8 students. While historical trends show good gains in these curriculum areas, further attention is required to accelerate the achievement of all students still working towards expected curriculum levels with particular emphasis on boys and Māori students.

NAG2A(b)(iii) Planned actions for lifting achievement

Curriculum area focus in 2018: Writing - Tuhituhi

- Establish house teacher research inquiries to strengthen teacher capability at a collaborative level, whereby target group progress (e.g. boys, Māori students) can be addressed.
 - Teaching strategies will focus on moving as many students below cohort to their expected curriculum level.
 - Professional Learning Development will focus on effective strategies to engage boys and Māori in their literacy learning.
- Complete the requirements of the Literacy Curriculum Inquiry Project: Ministry of Education, Professional Learning Development, Central funding Project. Continue with the mentor support of Gaylene Price at house level (44 hours remain for 2018).
- Track all students not achieving the expected curriculum level, by using the new Linc Ed management system.
- Share individual student achievement with parents and students with options for reciprocal feedback, in a more timely way through the Linc-ed sms.
- Target school resources towards these students: Peer writing programmes, teacher aide support, ESOL teacher and SENCO.
- Host 'Poetry in Action' a theatre company dedicated to bringing poetry to life through performance and follow this up with poetry writing opportunities in the classroom.
- Support teachers to collaboratively plan units of work to raise teacher capability.
- Ensure that the enrichment writing programme, offered by Beulah Spragg targets a balance of gender.
- Offer school writing competitions to engage a variety of writers.
- Invite authors, particularly male role models to share their experiences with students (boys) with writing and reading.
- Set up book groups for teachers to improve their knowledge of current and engaging reading material for early adolescent readers.

Curriculum area focus in 2018: Mathematics - Pāngarau

The Year 7 and Year 8 mathematics curriculum teams will continue to meet to discuss and plan programmes to meet identified needs, assess and monitor progress across Years 7 and 8. They will support teachers to help lift student achievement.

Teacher aides will work in targeted classrooms with groups of students who are falling behind their cohort. Some interchange may be involved to reduce the number of students in targeted classes. Further professional development for teacher aides (linked to the topics they are working with students on) will be carried out.