

Analysis of Variance Reporting



School Name:	Heaton Normal Intermediate	School Number:	3372
Strategic Aim:	All students leave Heaton with a minimum achievement in writing of early Level 4 (NZ Curriculum)		
Annual Aim:	The group of Year 7 and Year 8 students at risk of not achieving to early Level 4 in writing are identified as early as possible and progress is closely tracked over the two years at our school		
Target:	To accelerate the progress in reading of 32 or 11% of Year 8 students who are achieving below or at Curriculum Level 3		
Baseline Data:	52 or 19 % of students were achieving at Level 3 at the end of Year 7 (below expected level for Year 7) 11 or 4% achieving at early Level 3 or below at the end of Year 7 (well below expected level for Year 7). 3 of these students are ORs funded.		

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>Track student progress at class, house and school wide to ensure we know who these students are.</p> <p>These students become a target group for teams of teachers to accelerate their progress in writing.</p> <p>Ensure this target group have access to resources such as SENCO, teacher aide and ESOL.</p> <p>Lead teacher of literacy worked with individual and groups of teachers to utilise evidence-based programmes and strategies</p> <p>Purchased professional and student resources that supported writing engagement</p> <p>Peer writing programme implemented (10 weeks, 2 lessons per week)</p> <p>Use of STEPS programme for spelling support</p> <p>Successfully applied for ALL (Accelerated Learning in Literacy). This is a short-term intervention to accelerate students' achievement. Professional developed is provided for 1 teacher in literacy teaching.</p>	<p>2 of the target students left the school reducing the total target group to 29.</p> <p>19 of the 21 students achieving below the expected all made progress. 6 made a 1 curriculum sublevel shift, 10 a 2-curriculum sublevel shift and 3 students made a 3 curriculum sub-level shift. Of the 3 students who made a 3-curriculum sublevel shift they also reached the expected level in reading for the Year 8 cohort.</p> <p>Of the 10 students who were well below the expected level, all students made progress. 7 students made a 3-sublevel curriculum shift, 1 student made 2 sublevel curriculum shift and 2 students a 1 sublevel curriculum shift. 2 students progressed from well below the expected level into the below category.</p>	<p>Intense and ongoing tracking and adapting programmes and teaching strategies had a significant impact on many of the target group.</p> <p>Less progress was made by students in which there were issues with attendance and general wellness.</p> <p>Most teachers implemented and kept evaluating very effective individual plans for each of the target students in consultation with the Literacy lead teacher and Learning Support Coordinator and Learning Centre Coordinator.</p> <p>Teachers endeavoured to form learning partnerships with parents/whānau in order to accelerate learning. Successful partnerships contributed to greater improvement in progress.</p>	<p>Continue with the current strategies in particular more rigorous and frequent tracking of the progress of target students.</p>

Planning for next year:

Continue with established identification, tracking, programmes and processes.

Aim to engage all parents/whānau of every target student in order to work together to accelerate learning.

Monitor the attendance of target students and follow-up quickly when there are concerns.

Track the school wide involvement of target students to ensure they all have a sense of belonging in the school and strengths are recognised and developed.

Strengthen moderation processes and procedures so that there are consistent expectations, understandings and evidence based teaching by all teachers.