Stanmore Bay School

Guiding our students to grow into adaptable,
confident and creative learners in our community

ANALYSIS OF VARIANCE REPORTING FOR 2022/2023

Summary

In 2021 we found that our achievement had declined in the latter half of the year due to schooling disruptions. As a result we were not able to collect end of year data and we could only base our 2022 goals on Midyear Term 2 2021 results, which were promising at the time. On collection of data from Term 2 2022, and despite having almost two terms of uninterrupted schooling, we found that our results had dropped significantly in all core areas. The students most affected were in Years 4 to 6. We could make the assumption that the older students' progress had suffered the most due in part to the abrupt change and adjustment to the way learning was delivered online during the lockdown periods, and extended disruptions that occurred over the Covid pandemic. On returning to school in 2022, with no further interruptions, it was evident that our younger students were able to transition back to face to face learning, but our older students were not so resilient. There was a need to focus on student well-being and building relationships, even to the extent of coaching the students on how to play together again after being separated as a school community for so long. We worked very hard to make up a lot of ground and although we did not meet our original goals for 2022, we were pleased that overall there was progress in the core areas.

We feel that with the extensive work done in 2021 to 2022, we are starting to see a lift in our achievement once again. The following aspects are contributing factors: the strengthening of teacher capability by embedding "What a Good Teacher Looks Like at Stanmore Bay School", ensuring that regular observations, coaching and mentoring sessions are taking place, our extensive PLD in Literacy, as well as Cultural Responsive Practice, and improved identification of at-risk learners and supporting Tier 2 and 3 interventions. We still have a high number of students who are requiring emotional support, due to the disruptions to school and home life of the last 3 years. We will continue to offer counselling for these students and rebuild our connections with the community. We look forward to another year of uninterrupted schooling for our students in 2023, enabling us to make significant gains.

2021 Midyear achievement	65.8% Reading	72% Writing	80% Mathematics
2022 Midyear achievement	61.51% Reading	50.58% Writing	62.37% Mathematics
2022 EOY achievement	66% Reading	62% Writing	72.5% Mathematics

When looking at the results, these included
- 36 funded ESOL students who were achieving below curriculum expectation of their peers, and
- 21 non-funded ESOL students who were achieving below curriculum expectation of their peers,
- 85 students who are currently or previously have been on our Special Educational Needs register

These students account for:
- 92/221 not meeting curriculum expectation in Reading
- 96/247 not meeting curriculum expectation in Writing
- 85/180 not meeting curriculum expectation in Mathematics

Table 1. Midyear and End of Year (EOY) data in Reading, Writing and Mathematics for 2022

Midyear - Reading	EOY - Reading	Midyear - Writing	EOY - Writing	Midyear - Mathematics	EOY - Mathematics
AT OR ABOVE EXPECTATION Across Year 1-6 in 2022 61.51% n=374/608	AT OR ABOVE EXPECTATION Across Year 1-6 in 2022 66% n= 432/653	AT OR ABOVE EXPECTATION Across Year 1-6 in 2022 50.58% (n=307/607)	AT OR ABOVE EXPECTATION Across Year 1-6 in 2022 62% n= 404/651	AT OR ABOVE EXPECTATION Across Year 1-6 in 2022 62.37% n=378/606	AT OR ABOVE EXPECTATION Across Year 1-6 in 2022 72.5% n= 474/654
	Year 0 - 39.5%(n = 17/43)		Year 0 - 100% (n=43/43)		Year 0 - 100% (n=43/43)
Year 1 - 72.41% (n=63/87) Year 2 - 71.03% (n=53/107) Year 3 - 78.09% (n=82/105) Year 4 - 61.05% (n=58/95) Year 5 - 58.62% (n=68/116) Year 6 - 51.02% (n=50/98)	Year 1 - 73.3% (n=63/86) Year 2 - 70% (n=75/108) Year 3 - 89% (n=93/104) Year 4 - 59% (n=57/97) Year 5 - 60% (n=69/115) Year 6 - 58% (n=58/100)	Year 1 - 79.31% (n=69/87) Year 2 - 57.94% (n=62/107) Year 3 - 68.57% (n=72/105) Year 4 - 34.73% (n=33/95) Year 5 - 37.93% (n=44/116) Year 6 - 27.83% (n=27=97)	Year 1 - 93% (n=80/85) Year 2 - 60.2% (n=65/108) Year 3 - 65.4% (n=68/104) Year 4 - 54.1% (n=52/94) Year 5 - 41.2% (n=47/114) Year 6 - 49% (n=49/100)	Year 1 - 100% (n=87/87) Year 2 - 71.03% (n=77/107) Year 3 - 70.47% (n=74/105) Year 4 - 60.00% (n=57/95) Year 5 - 38.37% (n=44/115) Year 6 - 41.24% (n=40/97)	Year 1 - 80.2% (n=69/86) Year 2 - 76.9% (n=83/108) Year 3 - 77.8% (n=81/104) Year 4 - 68% (n=66/97) Year 5 - 60% (n=69/115) Year 6 - 62.4% (n=63/101)
Females - 63.57% (n=178/280) Males - 59.76% (n=196/328)	Females - 70% (n=212/300) Males - 62.3% (n=220/353)	Females - 54.6% (n=153/280) Males - 47% (n=134/327)	Females - 66.4%(n=200/301) Males - 58.3%(n=204/350)	Females - 53.57% (n=150/280) Males - 69.94% (n=228/326)	Females - 69.1% (n=208/301) Males - 75.4% (n=266/353)
Ethnicity for all students in 2022 at or above in Reading NZE - 60.75% (n=226/372) MĀORI - 61.32% (n=65/106) PASIFIKA - 23.53% (n=4/17) ASIAN - 74.67% (n=56/75) MELAA - 60.53% (n=23/38)	Ethnicity for all students in 2022 at or above in Reading: NZE 67% (n=268/399) Females 74.3% - 139/187 Males 60.8% - 129/212 MĀORI 61.7% (n=71/115) Females 65% - 28/43 Males 60%- 43/72 PASIFIKA 33.3% (n=6/18) Females 22% - 2 /9 Males 44%- 4 / 9 ASIAN 76.8% (n=63/82) Females 72%- 28/39 Males 81 - 35/43 MELAA 61.5% (n=24/39) Females 68%- 15/ 22 Males 53 - 9/17	Ethnicity for all students in 2022 at or above in Writing NZ 64.51% (n=240/372) MĀORI 52.38% (n=60/105) PASIFIKA 35.29% (n=6/17) ASIAN 74.66% (n=56/75) MELAA 62.16% (n=23/37)	Ethnicity for all students in 2022 at or above in Writing: NZE 62% (n=246/397) Females 67.5% - 127/188 Males 56.9% 119/209 MĀORI 54% (n=61/114) Females 62.7% - 27/43 Males 48% - 34/71 PASIFIKA 39% (n=7/18) Females 22% - 2/9 Males 55% -5/ 9 ASIAN 81.9% (n=68/83) Females 74% - 29/39 Males 88.6% - 39/44 MELAA 56.4% (n=22/39) Females 68% - 15/22 Males 41% -7/17	Ethnicity for all students in 2022 at or above in Mathematics NZE - 64.52% (n=240/372) MĀORI - 52.38% (n=60/105) PASIFIKA - 35.29% (n=6/17) ASIAN - 74.66% (n=56/75) MELAA - 62.16% (n=23/37)	Ethnicity for all students in 2022 at or above in NZE 74% (n=296/399) Female 72.3 % - 136/188 Male-75.8% -160/211 MĀORI 67.8% (n=78/115) Female 67.4 % - 29/43 Male 66.6% - 48/72 PASIFIKA 44.4% (n=8/18) Female 33.3%- 3/9 Male 55.5% - 5/9 ASIAN 80.7% (n=67/83) Female 66.6 %- 26/39 Male 93.1%- 41/44 MELAA 64.1% (n=25/39) Females 63%- 14/22 Males 64.7%- 11/17

Whole School Reading Outcomes - What happened?	What did we do?	Reasons for the variance Why did it happen?

Targets in Reading were not achieved, however, some increase in achievement for most year levels was made as a result of school-wide focus on lifting Literacy. Generally, students' rate of progress was maintained but not accelerated, having achieved a similar percentage of achievement from midyear to end of year results, but the Year 3s made most gains from 78% midyear to 89%. Although there was a shift from 61.5% midyear to 66% across the whole school, in order for the targets to be achieved, accelerated progress would be required.

Reading Goals for 2022
2022 - To raise the Year 1 to 6 overall achievement to 70% (from 65.8% - based on Term 2 2021 Reading age data, and 60.4% in 2020)
Our mid-year results show a drop from EOY 2021 of 65.8% back to 61.51% AT or ABOVE.
The EOY results saw a slight improvement to 66%, however this was not enough to achieve our goal of 70%. - outcome 66%

Māori
2022 - To raise Māori Year 1 to 6 overall achievement to at least 65% (from 59.82% in Term 2 2021 and 58% in 2020) - outcome 61.7%
Pasifika
2022 - To raise Pasifika Year 1 to 6 overall achievement to at least 60% (from 56.5% in Term 2 2021 and 40% in 2020) - outcome 33.3%

The IDEAL Literacy programme for Year 2s was continued and introduced in the 10 week NE classrooms as the initial programme into school before continuing with the next teacher on the Better Start Literacy programme (BSLA). BSLA (through the University of Canterbury) training and classroom implementation for five teachers in the first semester and three teachers in the second semester. We held BSLA information talks to inform the NE parent community of the programme and how they can support their child's learning.

- The students experienced explicit, systematic, and sequential teaching of literacy at multiple levels – phonemes, letter–sound relationships, syllable patterns, morphemes, vocabulary, sentence structure, paragraph structure, and text structure
- The BSLA programme has been intensive but the teacher enthusiasm for using a structured literacy approach in the classroom has been high. Teachers involved have definitely seen the value in this and have reported that students are experiencing a faster rate of acquiring basic literacy knowledge. The students are learning to decode for reading much quicker, and in turn this has led to the ability to encode sounds when writing.

Continued to use Lexia Core 5 with up to 100 students in Year 2 to 4 (and 3 at Year 5)

- Lexia Core 5 was offered again in the Year 1-4s, however, because of the structured literacy programme in place, this was not utilised to the extent that it may have been in the past. We have decided it is not cost effective to continue with this in 2023.

Continued to use the Reading Assistant programme with the Year 5 and 6 cohort as historically this has been a highly effective intervention. Forty students participated in the programme

- Increases in reading age varied from 0 months to 24 months. This is the second year that has shown no increase in some students' reading age. Six students made no progress at all with their reading age, however, twenty students moved by more than 12 months. Results may have been affected by attendance rates. The average overall attendance for students on the programme was 75%, which equates to 22.5 days on average out of 30 days full participation.

Introduction of Dibels testing in Year 5 and 6

- Trial group of teachers for the Dibels Assessment to measure and determine students at risk (identifies low through to gifted). This proved to be an efficient way of identifying those with needs and their research from University of Oregon shows this to be a reliable and valid indicator of early literacy development. Our Kāhui Ako has suggested implementing this for its speed and accuracy determining leveling compared to the more time consuming Running Records.

Whole School Writing Outcomes - What happened?	What did we do?	Reasons for the variance Why did it happen?

Our moderation process identified some areas of concern with OTJs and inconsistent levelling across the three Whānau. We concluded that the moderation process needs to be reviewed and leaders will guide teams to regularly compare their OTJs, looking at writing books, spelling progress, writing samples and writing from across the curriculum. Because our reporting in our new SMS Hero is still relatively new to teachers, a lot of PLD was required to familiarise staff with interpreting milestone levels of Hero when comparing to the "old style" curriculum levels that they were more used to using. Often judgements were a lot lower than they should have been in the reporting. We will need to ensure this is addressed further in 2023.

Writing Goals for 2022
2022 - To raise the overall achievement to at least 75% (from 72% in Term 2 2022)
There was a very large drop in achievement in our midyear Writing data - from 72% to 50.58%. By the end of the year we managed to bring this level up by another 12%. This was not enough to reach this goal. Outcome - 62%

Māori
2022 - To raise Māori Year 1-6 overall achievement to at least 75% (from 65% in Term 2 2021 and 58.5% in 2020) - outcome 54%

Pasifika
2022 - To raise Pasifika Year 1-6 overall achievement to at least 65% (from 60% in Term 2 2021 and 40% in 2020) - outcome 39%

Whānau leaders used the Coaching and Mentoring model to further support individual and team learning and teaching. Several teachers took the opportunity to observe other teachers in best practice in Literacy.

Our Literacy coordinator worked to strengthen teacher capability in teaching and assessing writing. All teachers were given three weeks of intensive in-class support and follow up.

Dr Murray Gadd continued to work with staff during 2022
- Dr Murray Gadd modelled writing launches for eight teachers across the different areas of the school and held a Teacher Aide session about how to support the class writing programme.

Introduction of the CODE with selected teachers
- Three teachers were trained through involvement with the Resource Teacher of Learning and Behaviour (RTLB) in the CODE by Liz Kane.

Whole School Mathematics Outcomes - What happened?	What did we do?	Reasons for the variance Why did it happen?

We would like to address the need to accelerate the progress of our Year 4 to 6s who are still achieving at Level 1 and 2 of the curriculum, or are at risk of not achieving expectation in Mathematics. These children have a good chance of making excellent progress with Tier 3 intervention and a follow up specialised Tier 2 in-class support programme using Numicon. We have seen some great results from our Numicon intervention for Mathematics in our senior school Tier 3 trial programme, with one teacher aide withdrawing four groups of four students, three sessions per week. The rationale for training additional teacher aides would increase the number we can put through the Tier 3 programme. We have found that without a consistent in-class programme to follow on from the completion of a Tier 3 programme, our students do not tend to progress with the same trajectory as they did on the programme. This is because teachers are not specifically trained for the intervention and continue to use the same strategies and resources they are used to using with their lower maths groups. Consistency of practice and a good transition from Tier 3 back to a Tier 2 in-class programme can be achieved by providing PD in Numicon for the Mathematics Coordinator (who can assist teachers in planning and advice and guidance), selected teachers (whose students are involved in the Tier 3), and two teacher aides. We will require additional resources to be purchased to supplement the Tier 3 programmes, and class equipment for the in-class Tier 2 support.

Mathematics Goals 2022
2022 - To raise the overall achievement to at least 82% (from 80% in Term 2 2021 and 79.6% in 2020)
There was an initial drop back to 62.37% at midyear and back to 72.5% for the EOY outcome, which was not enough to meet the original target - outcome 72.5%

Māori
2022 - To maintain Māori Year 1-6 overall achievement to at least 80% (from 87% Term 2 2021 and 79.7% in 2020) - outcome 67.8%

Pasifika
2022 - To maintain Pasifika Year 1-6 overall achievement to at least 80% (from 82% Term 2 2021 and 68% in 2020) - outcome 44.4%

A Numeracy coordinator role was created to mirror the Literacy coordinator role. When a team worked with the Literacy or Numeracy coordinator their teacher inquiries became part of their PGC requirements. The Mathematics Coordinator teacher ran modelling sessions for teachers and also observed teacher practice. The emphasis for this development was to focus on those students needing to make greater progress or be extended further
- Mathematics Coordinator worked three days a week with teachers modelling and assisting with groupings and planning, with all areas of the school timetabled to have at least 3 weeks intensive support
- In areas of the school where students saw themselves as mathematical problem solvers, students were able to articulate and explain their learning and thinking. They were encouraged both by the teacher and their peers to take risks and develop self-efficacy and a growth mindset in Mathematics.

Withdrawal groups for sixteen senior students requiring Tier 3 support at Level 1 of the curriculum were involved in a trial of Numicon in Term 4 (six weeks) of 2022 and completed in Term 1 2023 (six weeks)
- All students made significant gains in knowledge, however, the most gains were seen in the students' self-efficacy and growth of confidence in Mathematics. Most said that they were really enjoying Mathematics.

Evaluation
Where to next?

Recommendations for 2023:

Planning and Teaching
Leaders bring about constant conversation in teams throughout the year in order to drive achievement. Leaders to focus on building teacher capability with front loading skills, pedagogy and effective strategies that bring about change within their teams. Refining planning to ensure a culturally responsive curriculum, with consistency across the three Whānau, through regular collaborative planning meetings.

- Inquiry as a method of Learning and Teaching to be refined.
- Workshops in both Mathematics and Literacy address student needs (to be shown in planning).
- Planning from the overview will be broken down into teaching specific steps with SLO and a suggested assessment, with examples.
- Consistent vocabulary across the school e.g., Learner Assets/ dispositions, work with Murray Gadd and Lucie Cheeseman
- SLT/Leaders and Teachers to inquire into the programmes and pedagogy currently available and teacher practice in order to address:
  - Maori and Pasifika achievement
  - Targeted learning for boys in Literacy
  - Targeted learning for girls in Mathematics
- BSLA, The Code, balanced Mathematics programmes, culturally responsive/relational practice
- Differentiated planning for identified students (CWSN; CWSA, cultural, learning and behaviour).

Assessment
To maximise achievement, it is critical that assessment information is used with students so that they understand and have a sense of ownership of their learning.

- Having the understanding of the learner, so the Teacher knows how detailed the assessment needs to be - snapshot versus in depth full assessment piece.
- Formative assessment information can be collected during workshops/explicit teaching and can be achieved if regular guided teaching is carried out. This will replace the need for termly summative tracking information, which uses up a lot of teaching time. For example in Mathematics, collaborative Thinkboard assessment supports student collaboration as there is a co-constructed task to assess a unit of work. However, individual Thinkboards that are marked and annotated are also needed to check individual student progress against Hero Goals. Teachers will use this formative assessment to adapt their instruction to meet the students' learning needs.
- Moderation meeting for Writing to make sure everyone is assessing at the correct level. Continue to schedule regular check ins for moderation during the term, especially prior to opening reporting to parents.
- Hero target groups are visible across the teaching staff. Teachers are expected to group and track their target students and some will require IEPs.
- From Exploring Assessment for Learning slideshow (MOE)
  - Sharing assessment results with students and constructing clear and accessible learning goals with them.
  - Clarifying or co-constructing learning outcomes and ensuring that students understand them.
  - Involving students in self and peer assessment and giving them opportunities to reflect on their learning.
  - Providing feedback that helps students recognise their next steps and how to take them.

Cultural Responsive Practice

Leadership Lab (external PLD provider) gathered base line data from a snippet of teachers' practice in Term 3, 2022 around the following;

- learning space
- relationships
- teaching practice, in particular, Discursive Teaching (Discussion with students. Students' involvement in the lesson. Collaboration between students. Opportunities to explore the content together)

Teachers to look at the Matrix created by the Māori co-leads, Kahui Ako in-school leader, SLT and Leadership Lab (2022) during PGC discussion with Whānau leader/DPs. This is to identify where teachers are at individually and then use this information to be evident in their PGC around raising achievement

- Senior Leadership Team to be familiar with resource pukapuka: Te Whare Tapu o te Ngākau Māori - Ki te wheiao, ki te ao mārama and accompanying PD through the Māori Achievement Collaborative

Māori Student leadership
- Te Ao Māori Driver and Te Pūheke Consulting working with a group of Year 5 and 6 Māori leaders in the school to develop their leadership capacity. What does it look like to be Māori? Te reo Māori, Whaikōrero, Tikanga experiences. Leadership focus to develop narrative that relate to Kura, values, and Stanmore Bay area (Whenua roa).

BSLA programme in 2023

The students are to experience explicit, systematic, and sequential teaching of literacy at multiple levels – phonemes, letter–sound relationships, syllable patterns, morphemes, vocabulary, sentence structure, paragraph structure, and text structure. This is to free up individual processing when students are recording their ideas in writing (using the knowledge they have learnt).

- Run a Tier 2 intervention run by a trained Teacher Aide from Term 2 with class teacher support
- All year 2 teachers to have training in BSLA through the University of Canterbury
- Parent information sessions to be run by the Literacy Coordinator (NE visits and information nights)
- Purchase additional decodable texts
- Refine the assessment for BSLA and use regular checkpoints to identify at-risk students earlier

The CODE - Liz Kane - Literacy

- All Year 3 to 6 teachers will be using the CODE x 4 days a week for 15-20 mins. School wide expectation for Y3 - 6 teachers were to assess their classes and create two main groups and then have a small group if needed to be seen daily.
- Our Literacy Coordinator is to work with classes to model for the teacher (16 lessons over 8 classrooms) and those who received training in 2022 to model for their team during our observation release sessions

Dibels Assessment (Dynamic Indicators of Basic Early Literacy Skills) to measure and determine students at risk (identifies low through to gifted) in Years 4 to 6

Agility with Sound programme (withdrawal programme for our students at risk). This programme is aligning with The Code but Literacy coordinator is looking into how and where there were barriers in other Kāhui Ako/COL schools early Term 2 in Years 4 to 6

Numicon Tier 2 and Tier 3 intervention programmes
- Purchase more resources to run intervention programmes and ensure that teachers have the ability the run follow up of the Numicon programme in their daily programmes

Student Achievement Targets for 2023 based on EOY 2022 Data

Reading
Whole School Reading
2023 - To raise the Year 1 to 6 overall achievement in Reading to at least 75% (from 66% in Term 4 2022)

Māori
2023 - For all Māori students who are currently below or well below in Reading to experience student-centred accelerated learning programmes

Pasifika
2023 - For all Pasifika students who are currently below or well below in Reading to experience student-centred accelerated learning programmes

Writing
Whole School Writing
2023 - To raise the Year 1 to 6 overall achievement in Writing to at least 75% (from 62% in Term 4 2022)
         To raise Writing achievement in Years 4 to 6 to at least 70%
         To raise boys' achievement in Writing across Year 5 and 6 to at least 65% (currently 55%)

Māori
2023 - For all Māori students who are currently below or well below in Writing to experience student-centred accelerated learning programmes

Pasifika
2023 - For all Pasifika students who are currently below or well below in Writing to experience student-centred accelerated learning programmes

Mathematics
Whole School Mathematics
2023 - To raise the overall achievement to at least 80% (from 72.5% in Term 4 2022)
         To raise girls' achievement in Mathematics to at least 75%

Māori
2023 - For all Māori students who are currently below or well below in Mathematics to experience student-centred accelerated learning programmes

Pasifika
2023 - For all Pasifika students who are currently below or well below in Mathematics to experience student-centred accelerated learning programmes