

## Analysis of Variance 2024

<b>Strategic Aim:</b>	<p><b>School Improvement 2024 Plan</b></p> <p>Improve outcomes for all students, particularly Maori, Pasifika and children with special educational needs.</p>
<b>Annual Aim:</b>	<p>To raise student achievement to 70% 'At' or 'Above' in core curriculum areas and increase student engagement (to 80% in every class) for ALL learners.</p> <p>ALL STUDENTS ACHIEVING WELL/BELOW TO MAKE ACCELERATED PROGRESS</p>
<b>Target:</b>	<p>To increase student achievement in Mathematics, Reading and Writing through an increased focus on and in response to student need.</p> <p>Goals:</p> <ul style="list-style-type: none"> <li>· Reading - 70% at or above curriculum expectation</li> <li>· Writing - 70% at or above</li> <li>· Maths - 70% at or above</li> </ul>

## Engagement

*We measure student engagement through teacher observations across the year. Most teachers will have between 2 and 4 observations and then we look at the average student engagement. This allows for activities where students engagement is more difficult to measure or where a class may be having a more difficult day. We look what is happening in the class and how many students are 'on task' or engaged.*

*At the start of 2024 we had a number of classes where the engagement was between 30% and 40%. Children not engaged could be children talking, looking out of the window, wandering around or doing something different to the task set by the teacher. After each observation, the teacher has a meeting with the 'observer' and the observation is discussed. At that meeting things of note will be shared, there might be questions asked or assumptions challenged and then goals will be established and some strategies developed to try.*

*At the end of the year there was a positive shift with 86% of our classes having 80% engagement, 4% between 30 and 45% and 16% between 55% and 75%. This will continue to be a goal for 2025.*

## Accelerated Progress

*We measured accelerated progress through our sprint cycles and focus students. As a measurement tool, this was accurate but not enough. We know that of the 100 focus students across the school, in each curriculum area, 75%*

*made accelerated progress. In term 2 the Nikau team began measuring and tracking expected progress to the week. This was an extensive tracking task, but was able to show if a child was making expected progress or accelerated progress in 'real time' not just at 5 week assessment points. This was a much better way to demonstrate student progress and in this team there was significant accelerated progress, with teachers able to identify children who were not tracking and how many weeks they were falling behind. This meant that interventions could be targeted to very specific needs.*

*With the roll out of Tier 2 and 3 literacy support in 2025, it will be interesting to see how this approach can be implemented as the BSLA has a more flexible approach to what is expected progress and what is falling behind.*

## Longitudinal and Baseline Data

### READING - At or Above

<b>2017</b>	59% All	57% Māori all	60% Pacific all	58% Boys all	49% Year 2 all
<b>2018</b>	53% All	52% Māori all	47% Pacific all	46% Boys all	32% Year 2 all
<b>2019</b>	56% All	55% Māori all	48% Pacific all	49% Boys all	48% Year 2 all
<b>2020</b>	51.5% All	46.9% Māori all	42.8% Pacific all	47.6% Boys all	40.5% Year 2 all
<b>2021</b>	40.4% All	31.9% Māori all	30.4% Pacific all	38.7% Boys all	19.3% Year 2 all
<b>2022</b>	50% All	30% Māori all	46% Pacific	40% Boys all	40% Year 2 all
<b>2023</b>	46% All	30% Māori all	48% Pacific all	45% Boys all	43% Year 2 all
<b>2024</b>	60% All	35% Māori all	61% Pacific all	57% Boys all	45% Year 2 all

### WRITING - At or Above

<b>2017</b>	51% All	43% Māori all	53% Pacific all	49% Boys all	35% Year 5*
<b>2018</b>	53% All	46% Māori all	55% Pacific all	43% Boys all	26% Year 6*
<b>2019</b>	53% All	48% Māori all	51% Pacific all	45% Boys all	38% Year 7*
<b>2020</b>	64.8% All	46.5% Māori all	51.9% Pacific all	54% Boys all	40% Year 8*

<b>2021</b>	40.3% All	31.9% Māori all	35.5% Pacific all	36.1% Boys all	28% Year 5*
<b>2022</b>	44% All	23 % Māori all	36% Pacific all	39% Boys all	46% Year 6*
<b>2023</b>	40.3% All	31.9% Māori all	36% Pacific all	36.1% Boys all	42% Year 7*
<b>2024</b>	65% All	42% Māori all	67% Pacific all	58% Boys all	74% Year 8*

### **MATHEMATICS - At or Above**

<b>2017</b>	50% All	37% Māori all	45% Pacific all	48% Boys all	35% Year 5*
<b>2018</b>	47% All	37% Māori all	49% Pacific al	51% Boys all	23% Year 6*
<b>2019</b>	53% All	52% Māori all	40% Pacific all	51% Boys all	21% Year 7*
<b>2020</b>	50% All	45.2% Māori all	40.1% Pacific all	50% Boys all	23.3% Year 8*
<b>2021</b>	37.6% All	22.5% Māori all	33.2% Pacific all	38.4% Boys all	36% Year 5*
<b>2022</b>	47% All	35% Māori all	39% Pacific all	47% Boys all	57% Year 6*
<b>2023</b>	47% All	23% Māori all	45% Pacific all	47% Boys all	62% Year 7*
<b>2024</b>	64% All	35% Māori all	61% Pacific all	55% Boys all	64% Year 8*

\* Indicates results for the year level cohort – boys only

## **Evaluation and analysis of the school's students' progress and achievement**

***This year our OTJs showed a significant shift across all year levels and core subjects except Year 2 reading (only a 2% improvement) and Year 8 Mathematics – boys (2% improvement). Both of these areas need further unpacking and deeper analysis.***



*Our data reflects our poor achievement of Maori students across all core learning areas, and sadly this data is reflected in lower student attendance, parental engagement and higher stand down rates. This is something that we need to address more fully as a school Leadership Team and as a Board at the governance level. In 2025 we are looking to open our first Te Reo bi lingual class and this may help us to engage more authentically with our whanau. We have also been accepted as a school to work with MAC (Maori Achievement Collective) and I will have a mentor principal. I am looking forward to having some of our systems and assumptions challenged as we cannot continue to replicate these poor social and learning outcomes. Some questions I am asking though; What is success? Who decides what success looks like? Are we measuring the right things and how do we know if we are successful?*

*In 2025 we need to look more closely at our Māori students and understand the cohort better. Who are achieving? What is working for them? Who isn't achieving, what are the similarities? What are the barriers and what systems are in place to support these learners? We need to look more closely at the year level cohorts and at gender. Are our Māori boys or girls doing better? Has our BSLA data supported our Māori students in the junior school? Has Maths No Problem helped with maths progress? Do we have some teachers getting better outcomes than others? Do they have similarities?*

*As our bi lingual unit becomes more established, it will be interesting to see if the learners follow the same trajectory as those in Moemoe Fou and our Pacific learners in the wider school who are achieving on Par with our 'other' (NZE, A, ME etc) students. This will definitely be a piece of data to track fully over the next few years.*

*We continue to see a 10% higher level of achievement across PAT and STAR results and a 5% difference in AsTTle. This is an area that we need to further explore as it shows that our children are able to achieve at a higher rate in 'tests' than they are consistently and independently demonstrating in class learning. While one off assessments should not be the sole indicator of student achievement or potential, it should provide us with a guide or measure to a student's ability.*

*With the anticipated changes to assessment in 2025 and 2026, with the shift away from AsTTle and the introduction of more standardised and prescribed assessments, this landscape may change over the coming years. In 2025 we will begin to implement the 20 and 40 week phonic checks in the junior school and review the number and frequency of tests. These assessments will be compulsory in 2026 and the information will be collected by the government.*

*This change, like the implementation of the new curriculum will inherently change how we do things, but we will take a strategic approach to our implementation as there will be the potential for a change of government in 2021 and that could mean a pause, slow down in implementation or even a change in direction.*

*Our Kāhui Ako have agreed to continue to collect PAT data and analyse this, however, we will need to review how we do this with writing as the AsTTle writing tool will no longer be supported – if this means we need to go back to using a tool like the exemplars or the 'new' tool I'm not sure.*

***Reporting on our learners with special needs was a focus for us as we looked for ways to share our learner progress in a way that recognised that many of our ORs funded learners wouldn't shift from Level 1 or from 'Well Below'(WB). As Kahukura has flourished because of the incredible nurturing environment it provides for the learners, they now make up almost 10% of our school population, meaning that if they sit within our whole school data the number of WB can increase by 10%.***

***To overcome this and recognise the incredible learning that happens, we looked for ways to measure each student IEP goals and report on these. The process of reporting to parents has been well established, however, reporting to the Board in this way was only introduced last year.***

***In October 2024 the Kahukura TL reported to the board on the progress of all learners against their personal IEP goals. They were either 'achieved' or 'Progressing Towards'. At the end of the year 85% of students had achieved their Literacy goals, 85% had achieved their Numeracy goals and 75% had achieved their Key Competency goals.***

***While we are still waiting on a date for our next SSP review, refining both how we report to parents and how we collect and record our learning data for our students in Kahukura will continue to be a focus for us. How do we use this data to refine our practice for students over time, particularly when much of their learning is individual. What are some of the common goals and how do they align with school wide professional development.***

