



Analysis of Variance 2017

Papakaio School



The BOT set two key achievement goals towards improving overall student achievement for the 2017 year. This is analysis of the outcomes against these goals.

I would like to acknowledge the hard work of our staff in addressing the learning needs of our target groups and for their work around helping our children to achieve.

Goal 1 - Mathematics

"By the end of November 2017, 60% of the target group of 20 students currently performing below the standard in Mathematics will make accelerated progress in their achievement towards meeting the standard by improving at least 1 year as measured by GloSS assessment."

Target -exceeded - 80%

Little Progress	Acceptable progress for 1 year in a year	Accelerated Progress - more than 1 year in a year
2	2	16

The group of 20 students were below the standard at the end of 2016 and now 16 of them have met the standard.

Of those that did not achieve accelerated progress, two made acceptable progress; i.e. a year's growth in a year and two made less than a year's progress.

Actions taken by the staff included but were not limited to;

- Focus on a smaller and more manageable target group in each room
- Staff meeting and syndicate meeting discussions and support
- Peer review of actions taken
- New approaches away from numeracy in the senior room
- Grouping and targeted actions
- Teacher aide support with classes to allow more focussed learning
- Detailed analysis of assessments
- Daily and routine mathematical instruction
- Focus on fractions and ratios and in the senior room problem solving
- Whole school maths PD with facilitator

Mathematics - National Stds Data

2017 National Standards Reporting (Due 1 March 2018)

Note the ethnicity figures below:
 - are reported at Level 1 (Stats NZ Classifications)
 - exclude students in ethnic groups MELAA or Other

School Number	Name	Report Name						Excluded >= 1 March	Excluded: No OTJ
3798	Papakaio School	NAG2A(c) Reporting						7	0
Mathematics	Well Below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No
All Students	9	6.4	24	17.1	80	57.1	27	19.3	140
Maori	0	0.0%	7	43.8%	6	37.5%	3	18.8%	16
Pasifika	0	-	0	-	0	-	0	-	0
Asian	1	4.3%	7	30.4%	12	52.2%	3	13.0%	23
NZ European/Pakeha/Other European	8	8.2%	9	9.2%	61	62.2%	20	20.4%	98
Male	6	7.6%	12	15.2%	45	57.0%	16	20.3%	79
Female	3	4.9%	12	19.7%	35	57.4%	11	18.0%	61
After 1 year at school	1	5.6%	1	5.6%	16	88.9%	0	0.0%	18
After 2 years at school	1	4.8%	2	9.5%	17	81.0%	1	4.8%	21
After 3 years at school	3	15.8%	6	31.6%	8	42.1%	2	10.5%	19
End of year 4	0	0.0%	5	29.4%	5	29.4%	7	41.2%	17
End of year 5	2	8.7%	3	13.0%	14	60.9%	4	17.4%	23
End of year 6	0	0.0%	3	18.8%	8	50.0%	5	31.3%	16
End of year 7	1	9.1%	1	9.1%	6	54.5%	3	27.3%	11
End of year 8	1	6.7%	3	20.0%	6	40.0%	5	33.3%	15

Observations

- 76.4 of our students are achieving the standard
- Maori students are 43% below compared with NZ European 17.4%
- No significant difference between boys and girls
- 34% of our Filipino students are not achieving the std
- Year 3 has almost ½ of the students below

Future Actions

- Continue to emphasise problem solving and Fractions/Ratios.
- Set reasonable but aspirational goals for the 33 children who are below
- Provide more support target group in year 4 for next year in maths
- Monitor those who have made progress and ensure it is maintained
- To release the Within School CoL teacher to monitor and support the progress of the targeted students as well as oversee the progress of this year's target groups
- Purchase of textbook resource material to support contextual learning

Goal 2- Writing

"By the end of November 2017, 60% of the 23 Writing target group children will make accelerated progress of at least a year and a half's progress in written language as measured by Asstle Writing Assessments."

December Results

Little Progress	Acceptable progress i.e. 1 year in a year	Accelerated Progress - more than 1 year in a year
1	8	12

Target not quite achieved - 57% had accelerated progress while 38% made one year's progress in the year. 5% of the students made less than a year's progress.

The result was pleasing as the targeted children have been struggling to make a year's progress in a year. While there are 11 of them still below the standard, 10 have achieved the standard. Considering these are students that have struggled to make a year's progress in a year and often came achieving well below and below on enrolment.

National Standards for Writing

School Number	Name	Report Name		Excluded >= 1 March	Excluded: No OTJ					
3798	Papakāio School	NAG2A(c) Reporting		7	0					
Writing		Well Below		Below		At		Above		Total
		Number	%	Number	%	Number	%	Number	%	No
All Students		7	5.0	37	26.4	78	55.7	18	12.9	140
Maori		1	6.3%	2	12.5%	13	81.3%	0	0.0%	16
Pasifika		0	-	0	-	0	-	0	-	0
Asian		0	0.0%	7	30.4%	12	52.2%	4	17.4%	23
NZ European/Pakeha/Other European		6	6.1%	27	27.6%	53	54.1%	12	12.2%	98
Male		6	7.6%	24	30.4%	40	50.6%	9	11.4%	79
Female		1	1.6%	13	21.3%	38	62.3%	9	14.8%	61
After 1 year at school		1	5.6%	4	22.2%	13	72.2%	0	0.0%	18
After 2 years at school		0	0.0%	6	28.6%	13	61.9%	2	9.5%	21
After 3 years at school		3	15.8%	8	42.1%	6	31.6%	2	10.5%	19
End of year 4		1	5.9%	2	11.8%	12	70.6%	2	11.8%	17
End of year 5		1	4.3%	5	21.7%	11	47.8%	6	26.1%	23
End of year 6		0	0.0%	5	31.3%	8	50.0%	3	18.8%	16
End of year 7		0	0.0%	4	36.4%	6	54.5%	1	9.1%	11
End of year 8		1	6.7%	3	20.0%	9	60.0%	2	13.3%	15

- Concern over boys' writing and surface features remains but is improving slightly
- Maori achievement is higher than our general population
- Girls have dropped in % at or above the standards by 8% (we are talking 4 more girls than last year and they are all new to the school)
- The fact we have 18 more boys than girls has a negative impact on our overall achievement of around 2 to 3%

Note -There are two cohorts of students that continue to need extra support to achieve; the current year 3s and the year 5s and an emerging one in y1.

Recommendations

- To closely monitor those who have made accelerated progress
- To continue with a target group of four writers in each class who have yet to make accelerated progress.
- To release the literacy leader an hour per week to monitor and support the progress of the targeted students as well as maintain the progress of this year's target groups
- To ensure that transition practices are continued
- To select the new target group this year for an quicker start on intervention
- To support teachers with their Spirals of Inquiry through the CoL to build teacher capability

Reading

Reading National Standards Data

School Number	Name	Report Name		Excluded >= 1 March	Excluded: No OTJ				
3798	Papakaio School	NAG2A(c) Reporting		7	0				
Reading	Well Below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No
All Students	9	6.4	26	18.6	63	45.0	42	30.0	140
Maori	1	6.3%	3	18.8%	8	50.0%	4	25.0%	16
Pasifika	0	-	0	-	0	-	0	-	0
Asian	1	4.3%	4	17.4%	12	52.2%	6	26.1%	23
NZ European/Pakeha/Other European	6	6.1%	19	19.4%	42	42.9%	31	31.6%	98
Male	6	7.6%	18	22.8%	36	45.6%	19	24.1%	79
Female	3	4.9%	8	13.1%	27	44.3%	23	37.7%	61
After 1 year at school	1	5.6%	7	38.9%	9	50.0%	1	5.6%	18
After 2 years at school	0	0.0%	2	9.5%	10	47.6%	9	42.9%	21
After 3 years at school	3	15.8%	6	31.6%	6	31.6%	4	21.1%	19
End of year 4	1	5.9%	0	0.0%	7	41.2%	9	52.9%	17
End of year 5	2	8.7%	5	21.7%	12	52.2%	4	17.4%	23
End of year 6	0	0.0%	4	25.0%	7	43.8%	5	31.3%	16
End of year 7	1	9.1%	1	9.1%	6	54.5%	3	27.3%	11
End of year 8	1	6.7%	1	6.7%	6	40.0%	7	46.7%	15

Observations from the Data

- 30% above; 45% at; 18.6% below and 6.4% Well Below
- Maori are achieving at the same compared to the general population
- Filipino achievement has improved to slightly above the general population from 30% below to 22%
- Boys are 30.4% below compared to 18% for girls - boys are 2x more likely to be failing than a girl. Which is a slight improvement from last year for boys but a decline of achievement for girls of around 5 girls less achieving. These are new students to the school rather than children who were at dropping to below.
- Overall Achievement of our School against National Stds Over 4 Years
- Note that almost ½ of the new entrant students (8 students) have not achieved the standard for reading. These student's progress has been of concern, with several of them having significant delays in acquiring the basics of literacy. While they have come a long way they have not met the standards. There are 3 children in this group that are borderline for meeting the standards who we have designated as below, but we expect to be at by the end of next year.

Actions for Reading;

- Keep funding Reading Recovery at 3 children at a time with 6 students to be supported
- Investigate expanding reading intervention for those who may miss out but would benefit
- Introduce targeted programmes of One Minute Reading
- Support implementation of Rainbow Reading and expand it to meet need in the middle of the school
- To continue to use mixed ability grouping in the senior rooms
- To implement target group procedures for Reading
- To look into more effective ways of engaging Whanau support for reading

In conclusion I would like to thank the staff and Board for their dedication towards lifting achievement at Papakaio School. While the overall statistics don't reflect the efforts and expertise put in, the stories of success as documented through the target group interventions have shown the difference teachers can make to individuals who are struggling to achieve.

The transient nature of parts of our community impacts our overall achievement as we find around 50% of students coming to Papakaio are behind expectation. We know that we tend towards accelerating their progress and we usually engage them in learning and that over time we often catch them up.

We are noticing more and more children who are making significant progress towards goals. It is fair to expect that with the continued and consistent implementation of the processes that have been put in place this year, this accelerated progress will continue, moving targeted students incrementally closer to achieving at their expected levels for their ages.

Gary Shirley.