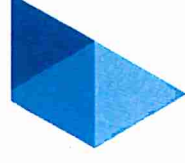


# Analysis of Variance Reporting



School Name:		Tokoroa Central School	School Number: 2035
<b>Strategic Aim:</b>	At Tokoroa Central School we will provide rich learning experiences for our students with an emphasis on <b>Literacy</b> , mathematics and oral language		
<b>Annual Aim:</b>	At Tokoroa Central School we will respond to the individual special education needs of our students and their whanau (goal 3)		
<b>Target:</b>	By the end of 2017 Target Year 1, (2017 year 2) 19 students Year 2, (2017 year 3) 10 students, Year 3 (2017 Year 4) 10 students, (2017 year 5) 13 Students including Maori and Pasikfia Students. Total of 59 Students and New Entrants will be identified and given support around phonics and letter/sound recognition and reading		
<b>Baseline Data:</b>	<b>DATA ANALYSIS: 2016</b> 101/ 166 Students are achieving at or above their National Standards Level. Strengths - 66.6% of Year 2 students are achieving at or above their National Standards level 73% 19/26 of Year 5 Students are achieving at or above their National Standards Level 77% 20/26 Year 6 Students are achieving at or above their national Standards level Of concern are our year 1 students who have only 12/31 students (38.7%) achieving at or above		

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>Of the 27 students, all have received extra 1:1 support for reading through Senco. The Levelled Literacy Intervention Programme was implemented in Term 3 with 10 of the targeted students participating in this 15 week programme.</p> <p>Through the year, these students have been targeted by individual teachers through the use of action plans. These were used to create specific weekly goals for each child, creating extra activities in the classroom programme to build the student's knowledge and skills in reading.</p> <p>Ensured that all students have good basic phonic knowledge</p> <p>Staff to analyse class data to inform planning and next steps</p> <p>A focus of decoding and comprehension strategies – in-house professional development took place to improve teacher knowledge as needed</p> <p>Action plans were developed for all students achieving below or well below their National Standard level</p>	<p>The Charter Reading Target Group comprised of students from Year 2, 3, 4 and 5 year levels who have been targeted from the 2016 data. At the start of the year, there were 59 students being targeted.</p> <p>End of Year 2017 The Charter Reading Target Group consisted of 27 students 13 Males : 14 Males Maori: 16 students Pasifika: 8 students</p> <p>The rest moved through the year and area no longer at the school.</p> <p>The results at the end of the year were: 22% (6) students achieving above their expected chronological age 41% (11) students achieving at their expected chronological age 15% (4) of children achieving below their expected chronological age 22% (6) of children achieving well below their expected chronological age</p>	<p>Part of this group consists of 1 High Learning Needs student (Maori boy) who has had an ORS application submitted but unfortunately declined.</p> <p>One student (Maori Girl) has had a significant amount of absences through the year that has impacted on her learning.</p> <p>The above two students were identified as not making any progress this year. Both have been submitted for High Learning Needs for 2018.</p> <p>One student has been under MOE Special Education for behaviour which has impacted on his learning, although this started to be rectified and progress has started to show since the beginning of Term 3. Since this time, he has made seven months progress in his reading.</p>	<p>Introduce the LLI Programme for children below and well below in the middle and senior school. Purchase resources</p> <p>Continue to use collaborative Inquiry to improve teaching and learning</p> <p>Continue to use Action Plans to focus on learners achieving below and well below</p> <p>Purchase resources to continue to engage students – boys reading</p>

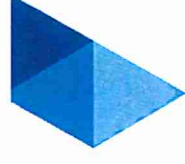
<p>Regularly shared ideas in staff/team meetings and focus on learners – what has worked? What has not worked? What else could be tried/next steps</p> <p>Staff continued to develop their knowledge of Teaching as Inquiry to accelerate learning</p> <p>Reading Together Programme</p> <p>Parents of students below and well below were targeted for this programme</p> <p>Target students were be monitored regularly at Management, Board and staff level.</p> <p>Resources were purchased to engage the reluctant reader to cater to interest/level</p> <p>Ran Reading Mileage Programme with parent helpers to give mileage to those that are below and well below</p> <p>Reading was integrated into other curriculum areas so there are plenty of opportunities outside of reading</p> <p>Grouping for needs – classroom and withdrawal programmes</p>	<p>In reading, the following results are:</p> <p>Accelerated progress: improved by 1.1 years and above - 23</p> <p>Little or no progress - 4</p>	
<p><b>Planning for next year:</b></p>		

Allocate funds to purchase resources to introduce the Levelled Literacy Intervention Programme for students below or well below in the middle and senior school. Continue to use collaborative Inquiry to improve teaching and learning

Continue to use Action Plans to focus on learners achieving below and well below, regular monitoring of data, professional development for teachers in reading, writing, mathematics as identified and required.



# Analysis of Variance Reporting



School Name:		Tokoroa Central School	School Number: 2015
<b>Strategic Aim:</b>	At Tokoroa Central School we will provide rich learning experiences for our students with an emphasis on literacy, <b>mathematics</b> and oral language		
<b>Annual Aim:</b>	At Tokoroa Central School we will respond to the individual special education needs of our students and their whanau		
<b>Target:</b>	Year 2, 6 students (3 well below and 3 below), Year 3, 7 students (6 below and 1 well below), Year 4, 4 students (4 below), Year 5, 11 students (11 below), and year 6, 7 students (7 Below) Total of 35 students (including Maori and Pasifika Students) will be achieving at or above their national standards level in Mathematics		
<b>Baseline Data:</b>	<p><b>DATA ANALYSIS – End of year 2016:</b> The overall percentage for 2016 end of year National Standards is 76% of students achieving at or above. This is a 10% increase since mid-year.</p> <p><b>Strengths:</b> 75% of boys are achieving at or above. Maori Students have shown significant achievement in mathematics with 72% achieving at or above. Pasifika students are achieving at 89% at or above their National Standards Level.</p> <p>Year 1 students are achieving at 81% at or above, with boys achieving at 100%, Maori achieving at 85% and Pasifika achieving at 100%. Year 3 students are achieving at 85% at or above, w Maori achieving at 86% and Pasifika achieving at 89%.</p>		

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>20 Students received extra 1:1 support for number through SENCO</p> <p>Ten of the students were a part of a remedial strand class in Term 2 where Algebra and Geometry was taught to groups to help build their understanding of these concepts.</p> <p>Professional development for staff was given</p> <p>Staff continued to analyse class data to inform planning and next steps</p> <p>Students were grouped based on needs – classroom and withdrawal programmes</p> <p>ICT development plan was used as a tool for improving teaching, engagement and accelerated learning</p> <p>Staff continued to develop their knowledge of Teaching as Inquiry to accelerate learning</p> <p>Target students were monitored regularly at Management, Board and staff level.</p>	<p>End of 2017</p> <p>The Charter Mathematics Target consisted of 27 students who have been targeted through the whole year.</p> <p>16 Males : 11 Females</p> <p>Maori: 16 students Pasifika: 4 students</p> <p>4% (1) student is achieving above 44% (12) of children achieving at their expected National Standard</p> <p>48% (13) of children achieving below their expected National Standard</p> <p>4% (1) child is achieving well below their expected National Standard</p> <p>In number, the following results are:</p> <p>Accelerated progress: Up 2 or more stages in number - 8</p> <p>Progress: Up 1 stage - 13</p> <p>For most of these students, number has been the main focus as this is an integral part of being able to improve in different strands as using number concepts must be used to measure etc.</p>	<p>Part of this group consists of 1 High Learning Needs students (Maori boy) who has had an ORS application submitted but unfortunately declined.</p> <p>One student (Maori boy) became hospitalised in Term 3 and has spent a significant amount of time away from the classroom due to his illness.</p> <p>One student (Maori girl) has had a significant amount of absences through the year that has impacted on her learning.</p>	<p>Teachers to continue with action plans for students not currently achieving their respective Curriculum levels based on the 2017 data.</p> <p>Students to be monitored in maths through the new Beagle assessment system</p> <p>Teachers continue receiving support and guidance in relation to individual needs</p> <p>Professional development provided to new staff around summative and formative assessment</p> <p>Staff/Team meetings set up for PD on strands based on need</p> <p>New teaching resources (Level 2 NZCM books) will arrive</p> <p>Equipment for the strands of length, geometry and probability will be purchased for junior and senior teams</p>

Resources were purchased to engage and accelerate learning

Assessment was monitored and moderated to ensure consistency

**Planning for next year:**

Provide professional development as needed to individual staff. Purchase resources to support teaching and learning.



# END OF YEAR 2016 READING DATA

Number of Learners			%age Well below or below	%age At or above
Well below	Below	At	Above	
16.9% 28	22.3% 37	23.5 39	37.3% 62	60.8% 101

## DATA ANALYSIS: 2016

101/ 166 Students are achieving at or above their National Standards Level.

Strengths - 66.6% of Year 2 students are achieving at or above their National Standards level

73% 19/26 of Year 5 Students are achieving at or above their National Standards Level

77% 20/26 Year 6 Students are achieving at or above their national Standards level

Of concern are our year 1 students who have only 12/31 students (38.7%) achieving at or above

## AREAS IDENTIFIED FOR FURTHER IMPROVEMENT - Specific Reading Targets for 2017

By the end of 2017 Target Year 1, (2017 year 2)19 students Year 2, (2017 year 3) 10 students, Year 3 (2017 Year 4) 10 students, (2017 year 5) 13 Students including Maori and Pasikfia Students. Total of 59 Students and New Entrants will be identified and given support around phonics and letter/sound recognition.

ACTIONS/STRATEGIES TO ACHIEVE TARGET	LED BY	Outcome
Ensure that all students have good basic phonic knowledge	Teachers	Achieved
Staff to analyse class data to inform planning and next steps	Senior Management	Achieved
A focus of decoding and comprehension strategies – in-house professional development to take place to improve teacher knowledge as needed	Literacy Leader Teaching staff	Achieved
Action plans will be developed for all students achieving below or well below their National Standard level	SMT, Teachers, Senco	Achieved
Professional development for staff to meet their needs, individually or as a group. Regular Sharing of ideas in staff meetings and focus on learners – what has worked? What has not worked? What else could be tried/next steps	Literacy Facilitator, Principal, SMT and staff	Achieved
Ministry Professional development in Literacy for all staff		
Staff to continue to develop their knowledge of Teaching as Inquiry to accelerate learning	SMT	Achieved
Reading Together Programme to provide a planned approach to support parents to support learning at home – Parents of students below and well below will be targeted for this programme	Literacy Leader	Achieved
Target students will be monitored regularly at Management, Board and staff level.		
Resources will be purchased to engage the reluctant reader to cater to interest/level	Principal, SMT, Staff	Achieved
Run Reading Mileage Programme with parent helpers to give mileage to those that are below and well below	Literacy Leader, SENCO	Achieved
Teachers will work alongside parents to inform them of progress and help them to be able to help their children at home including parent education meetings, Year 1-3 National Standard Interviews	Literacy Leader	Achieved
Ensure that all reading is integrated into other curriculum areas so there are plenty of opportunities outside of reading	SMT and Staff	Achieved
Grouping for needs – classroom and withdrawal programmes	Teachers	Achieved
	Teachers, SENCO	Achieved



# END OF YEAR 2016 MATHEMATICS DATA

Number of Learners			%age Well below or below	%age At or above
Well below	Below	At	Above	
4	36	62	64	126
2.4%	21.7%	37.3%	38.7%	76.1%

## DATA ANALYSIS – End of year 2016:

The overall percentage for 2016 end of year National Standards is 76% of students achieving at or above. This is a 10% increase since mid-year.

**Strengths:** 75% of boys are achieving at or above. Maori Students have shown significant achievement in mathematics with 72% achieving at or above. Pasikifa students are achieving at 89% at or above their National Standards Level. **Year 1** students are achieving at 81% at or above, with boys achieving at 100%, Maori achieving at 85% and Pasifika achieving at 100%. **Year 3** students are achieving at 85% at or above, w Maori achieving at 86% and Pasifika achieving at 89%.

## AREAS IDENTIFIED FOR FURTHER IMPROVEMENTS - Specific Mathematics Targets for 2017:

Year 2, 6 students (3 well below and 3 below), Year 3, 7 students ( 6 below and 1 well below), Year 4, 4 students ( 4 below), Year 5, 11 students ( 11 below), and year 6, 7 students ( 7 Below) Total of 35 students (including Maori and Pacifica Students)

### ACTIONS/STRATEGIES TO ACHIEVE TARGET

ACTIONS/STRATEGIES TO ACHIEVE TARGET	LED BY	TIMEFRAME	Outcome
Professional development for staff to meet their needs, individually or as a group. Regular Sharing of ideas	Maths Leader, SMT	Term 1-4	Achieved
Staff to analyse class data to inform planning and next steps	Senior Management	Term 1-4	Achieved
Grouping for needs – classroom and withdrawal programmes	Teachers, Senco	Term 1-4	Achieved
ICT development plan – Develop with ICT Facilitator, staff and board. All staff to participate in ICT professional Development to use as a tool for improving teaching, engagement and accelerated learning	ICT Facilitator, Principal	Term 1-4	Achieved
Staff to continue to develop their knowledge of Teaching as Inquiry to accelerate learning	SMT		Achieved
Relevant maths activities and resources – link to other curriculum and real life	Maths Leader	Term 2-3	Achieved
Target students will be monitored regularly at Management, Board and staff level.	Principal, SMT, Staff	Term 1-4	Achieved
Resources will be purchased to engage and accelerate learning	Maths leader		Achieved
Implement Anniversary reporting to parents – parent interviews	Assessment leader, Junior teachers	Term 1-4	Achieved
Parent community meeting re mathematics and how they can help at home	Numeracy Leader	Term 1-4	Achieved
Continue moderation of assessment and national standards OTJ's to ensure consistency and to increase knowledge and promote learning discussions	Maths Leader, SMT	Term 1-4	Achieved



END OF YEAR 2016 WRITING DATA				
Number of Learners		%age Well below or below	%age At or above	
Well below	Below	At	Above	
12	31	60	42	102
8.3%	21.4%	41.4%	29%	70.4%

2016 DATA ANALYSIS:
Strengths: 68% (112/166) of all students are performing at or above their expected level National Standard Level. 64% (65/102) of Maori students are performing either at or above category and 82% (36/44) of our Pasifika students are performing at or above. 80% (24/30) Year 1 students are performing at or above the expected level. 73.1% (19/26) year 5 students are achieving at or above.
Area of concern are our year 4 students with 44.4% (12) achieving below or well below the expected level

AREAS IDENTIFIED FOR FURTHER IMPROVEMENTS FOR 2017
We have selected the following for our targets for 2017 – 19 students ,8 year 2 students, 4 year 3 students and 7 year 5 students (including 11 Maori and 4 Pasifika), Identified as being below or well below the National Standards at the end of 2015 will have made significant improvement and reach their expected level

ACTIONS/STRATEGIES TO ACHIEVE TARGET	Outcomes
Focused writing programmes with a focus on deep and surface features	Achieved
Purposeful opportunities to write from own experiences regularly (teacher to provide regular language experiences)	Achieved
Staff to analyse class data to inform planning and next steps	Achieved
Grouping for needs – classroom and withdrawal programmes	Achieved
Literacy Professional Development for staff to meet their needs, individually or as a group. Regular Sharing of ideas at staff meetings – what has worked? What has not worked? What are the next steps for this child or group of children	Achieved
Staff to continue to develop their knowledge of Teaching as Inquiry to accelerate learning	Achieved
Relevant writing activities and resources – link to other curriculum, real life, experiences	Achieved
Target students will be monitored regularly at Management, Board and staff level.	Achieved
Resources will be purchased to engage and accelerate learning	Achieved
Literacy Leader will undergo leadership professional development	Achieved

# Analysis of Variance Reporting

School Name:	Tokoroa Central School	School Number: 2035
Strategic Aim:	At Tokoroa Central School we will provide rich learning experiences for our students with an emphasis on Literacy, Mathematics and Oral Language	
Annual Aim:	At Tokoroa Central School we will respond to the individual special education needs of our students and their whanau (goal 3)	
Target:	We have selected the following for our targets for 2017 – 19 students, 8 year 2 students, 4 year 3 students and 7 year 5 students (including 11 Maori and 4 Pasifika), Identified as being below or well below the National Standards at the end of 2016 will have made significant improvement and reach their expected level	
Baseline Data:	<p>2016 Writing DATA ANALYSIS:</p> <p>Strengths: 68% (112/166) of all students are performing at or above their expected level National Standard Level. 64% (65/102) of Maori students are performing either at or above category and 82% (36/44) of our Pasifika students are performing at or above. 80% (24/30) Year 1 students are performing at or above the expected level. 73.1% (19/26) year 5 students are achieving at or above.</p> <p>Area of concern are our year 4 students with 44.4% (12) achieving below or well below the expected level</p>	



<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Focused writing programmes with a focus on deep and surface features</p> <p>Purposeful opportunities to write from own experiences regularly (teacher to provide regular language experiences)</p> <p>Staff to analyse class data to inform planning and next steps</p> <p>Grouping for needs – classroom and withdrawal programmes</p> <p>Literacy Professional Development for staff to meet their needs, individually or as a group. Regular Sharing of ideas at staff meetings – what has worked? What has not worked? What are the next steps for this child or group of children</p> <p>Staff to continue to develop their knowledge of Teaching as Inquiry to accelerate learning</p> <p>Relevant writing activities and resources – link to other curriculum, real life, experiences</p> <p>Target students will be monitored regularly at Management, Board and staff level.</p> <p>Resources will be purchased to engage and accelerate learning</p> <p>Literacy Leader will undergo</p>	<p>0% of children achieving above their expected National Standard</p> <p>22% (4) of students achieving at their expected National Standard</p> <p>78% (14) of students achieving below their expected National Standard</p> <p>0% of children achieving well below their expected National Standard</p> <p>Beginning of 2017 The Charter Writing Target comprises of students from Year 2, 3 and 5 year levels who have been targeted from the 2016 data. At the start of the year, there were 19 students being targeted. Maori: 11 students Pasifika: 4 students</p> <p>End of Year 2017 The Charter Writing Target students consisted of 18 students who have been targeted through the whole year. 12 Males : 6 Females Maori: 9 students Pasifika: 6 students</p>	<p>Through the year, these students have been targeted by individual teachers through the use of action plans. These were used to create specific weekly goals for each child, creating extra activities in the classroom programme to build the student's knowledge and skills in writing.</p> <p>Of the 18 students, 14 of the students have received extra 1:1 support for writing through Senco. Two of the students began the Levelled Literacy Intervention programme since Term 3, which supports writing.</p> <p>Part of this group consists of 1 High Learning Needs student (Maori boy) who has had an ORS application submitted but unfortunately declined.</p> <p>One student became hospitalised in Term 3 and has spent a significant amount of time away from the classroom due to his illness.</p> <p>One student (Maori girl) has had a significant amount of absences through the year that has impacted on her learning.</p>	<p><b>SWITCHED ONTO SPELLING - ASSESSMENT (THIS CAN BE LINKED TO BEAGLE)</b></p> <p>Will need to introduce and implement the Pseudoword Spelling Test. In most instances, if the word is phonetically accurate, the error relates to a lack of knowledge of the spelling system that underpins written English. If students can write the pseudowords the way they are written in the sample (pages 59/60), they are showing that they have a large amount of knowledge for recording sounds appropriately. What they need is knowledge of the spelling system—the rules and conventions that determine why words are written the way they are- so that they can spell the words correctly.</p> <p><b>CLASSROOM ACTION PLANS</b></p> <p>To continue to implement and share action plans for students who are below and well below for reading, writing and spelling. New staff will be mentored and the action plans will need to be checked by team leaders. Discussions about action plans in team meetings.</p> <p><b>OBSERVATIONS</b></p> <p>Mentors continue with BT observations for reading and writing. Invite registered teachers, if they</p>

leadership professional development	<p>The balance of students left the school</p> <p>In writing, the following results are: Accelerated progress: improved by 2 years - 6 Progress: improved by 1 year - 12</p>	<p>would like to have formal observations.</p> <p><b>ACTION PLANS</b> Literacy Leader to continue with Action Plans for Writing &amp; spelling/oral language in collaboration with staff</p> <p><b>EVIDENCE/DATA</b> Teachers to continue to gather evidence of the students in writing using the evidence sheets..</p> <p><b>ORAL LANGUAGE</b> Teaching staff to continue to implement oral language focus in weekly planning.</p> <p><b>LLI PROGRAMME</b> New resources Blue and Red levels were purchased in term 4 and will be implemented in classrooms in 2018. See LLI report.</p> <p>Ensure that Casey the Caterpillar is being used correctly. Ensure new staff are trained in this programme at junior level.</p> <p><b>COLLABORATIVE INQUIRY</b> Use Collaborative Inquiry to improve teacher practice in Literacy</p>
Planning for next year:		
<p>Focus will be on all children below or well below in writing. See above actions that will be implemented. The board will allow funds to ensure that these are able to be implemented.</p>		