

Reporting of Annual Plan 2009 – Analysis of Variance

| Curriculum or Essential Skill Area - Numeracy | | |
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| Year Level: All levels | Students targeted: All students by the end of the 2009 year | Budget: |
| Target: | Initial Data: (Collected Feb 2009) | Achieved Outcome: (Collected Nov 2009) |
| 1. By the end of year 1 all students will be working between stages 2-4 | Year 1: 94% working AT or ABOVE expectation, with 11% CAUSE for CONCERN | Year 1: 100% working AT or ABOVE expectation |
| 2. By the end of year 2 all students will be working at stage 4 | Year 2: 16% working AT or ABOVE expectation, 72% CAUSE for CONCERN and 12% AT RISK | Year 2: 26% working AT or ABOVE expectation, 56% CAUSE for CONCERN and 19% AT RISK |
| 3. By the end of year 3 all students will be working between stages 4-5 | Year 3: 16% working AT or ABOVE expectation, 52% CAUSE for CONCERN and 32% AT RISK | Year 3: 71% working AT or ABOVE expectation, 19% CAUSE for CONCERN and 10% AT RISK |
| 4. By the end of year 4 all students will be working at stage 5 | Year 4: 8% working AT or ABOVE expectation, 65% CAUSE for CONCERN and 27% AT RISK | Year 4: 30% working AT or ABOVE expectation, 67% CAUSE for CONCERN and 4% AT RISK |
| 5. By the end of year 5 all students will be working between stages 5-6 | Year 5: 21% working AT or ABOVE expectation, 69% CAUSE for CONCERN and 10% AT RISK | Year 5: 69% working AT or ABOVE expectation, 28% CAUSE for CONCERN and 3% AT RISK |
| 6. By the end of year 6 all students will be working at stage 6 | Year 6: 13% working AT or ABOVE expectation, 41% CAUSE for CONCERN and 46% AT RISK | Year 6: 44% working AT or ABOVE expectation, 49% CAUSE for CONCERN and 8% AT RISK |
| Data Analysis: | Actions to date: | Analysis/ Reflection: (so what next?) |
| <ul style="list-style-type: none"> ✘ <i>Year 1 data shows 100% working at or above expectation which means all children operating at stage 2-3 of the 2-4 target.</i> ✘ <i>There were more students classified at risk at the end of the year compared to the beginning in year 2, but all other year levels improved significantly.</i> ✘ <i>Large part of the school 's achievement is classified as cause for concern.</i> ✘ <i>By the end of the year:</i> <ul style="list-style-type: none"> - <i>100% of year one students achieving at or above expected level.</i> - <i>26% of year two students achieving at or above expected level.</i> - <i>71% of year three students achieving at or above expected level.</i> - <i>30% of year four students achieving at or above expected level.</i> | Syndicate 1: <ul style="list-style-type: none"> ✘ <i>When teaching numeracy the syndicate focus is 80% numeracy and 20% Strand work.</i> ✘ <i>Syndicate teaches knowledge alongside strategy.</i> | Syndicate 1: <ul style="list-style-type: none"> ✘ <i>Long term plans need to be established to ensure coverage.</i> ✘ <i>Parent evening.</i> ✘ <i>Syndicate sharing between teachers.</i> |
| | Syndicate 2: <ul style="list-style-type: none"> ✘ <i>BF Individual programmes.</i> ✘ <i>Modelling books, scrapbooks with Learning Intentions and focus examples.</i> ✘ <i>H/Work tasks, hands on, more oral and game/activities practical time, revisiting.</i> | Syndicate 2: <ul style="list-style-type: none"> ✘ <i>Learning intentions focus.</i> ✘ <i>Breakdown-unpacking</i> |
| | Syndicate 3: <ul style="list-style-type: none"> ✘ <i>Maintenance books daily.</i> ✘ <i>Shared knowledge activity games.</i> ✘ <i>Modeling books/ Journal Writing.</i> ✘ <i>Small group teaching.</i> ✘ <i>Number Knowledge.</i> | Syndicate 3: <ul style="list-style-type: none"> ✘ <i>PD for numeracy with Accent (Numeracy-ESOL)</i> ✘ <i>School wide discussions on what we need to do, basic facts, place value.</i> ✘ <i>Parent Evening for maths (Numeracy)</i> ✘ <i>Continue to share best practice like games.</i> ✘ <i>Journal writing through the whole school.</i> ✘ <i>Analysis of data to look for trends and patterns.</i> |

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| <ul style="list-style-type: none"> - 69% of year five students achieving at or above expected level. - 44% of year six students achieving at or above expected level | | |
| Curriculum or Essential Skill Area - Reading | | |
| Year Level: All levels | Students targeted: All students by the end of the 2009 year | Budget: |
| Target: | Initial Data: (Collected Feb 2009) | Achieved Outcome: (Collected Nov 2009) |
| 1. (Year ½) Students assessed at Stanine 1, 2 and 3 through 6 year net assessments will move above Stanine 4 within 6 months | <p>Year 1: 60% reading below expected level, 40% reading at expected level</p> <p>Year 2: 68% reading below expected level, 12% reading at expected level, 20% reading above expected reading level.</p> <p>Year 3: 55% reading below expected level, 16% reading at expected level, 29% reading above expected reading level.</p> | <p>Year 1: 67% reading below expected level, 20% reading at expected level, 13% reading above expected reading level.</p> <p>Year 2: 54% reading below expected level, 5% reading at expected level, 41% reading above expected reading level.</p> <p>Year 3: 39% reading below expected level, 45% reading at expected level, 16% reading above expected reading level.</p> |
| 2. All year 3-6 students currently sitting between stanine 1-4 will make an accelerated progress of 2 stanine shift in the STAR test through targeted literacy intervention 3. All year 3-6 students currently sitting between stanine 5-8 will make at least 1 stanine shift in the STAR test with a focus on vocabulary and paragraph | <p>Year 4 Data: 15% reading at the lower end of the expected level, 85% reading at the expected level</p> <p>Year 5: 27% reading below the expected level, 73% reading at the expected level</p> <p>Year 6: 46% reading below expected level, 24% reading at the lower end of expected level, 22% reading at expected level, 8% reading above expected level</p> | <p>Year 4: 33% reading at the lower end of the expected level, 67% reading at the expected level</p> <p>Year 5: 18% reading below the expected level, 32% reading at the lower end of the expected level, 43% reading at the expected level, 7% reading at higher end of expected level.</p> <p>Year 6: 50% reading below expected level, 29% reading at expected level, 13% reading at higher end of expected level, 8% reading above expected level</p> |
| Data Analysis: | Actions to date: | Analysis/ Reflection: (so what next?) |
| <ul style="list-style-type: none"> ✘ There were more students reading at the lower end of the expected level in year 4 at the end of the year compared to the beginning. ✘ There were more students reading below their expected level in year 1 at the end of the year compared to the beginning. ✘ There were less students reading above their expected level in year 3 at the end of the year compared to the beginning. | <p>Syndicate 1:</p> <ul style="list-style-type: none"> ✘ NE and 6year net testing results used to inform teaching. ✘ Not shown in results, based on instructional RR's not stanine. <p>Syndicate 2:</p> <ul style="list-style-type: none"> ✘ Focus on close prose, vocab building, picture to vocab matching- STAR result, Alphabet activities. ✘ STAR analysis- using to inform teaching | <p>Syndicate 1:</p> <ul style="list-style-type: none"> ✘ Continue to develop analysis of data for further use in planning and teaching. ✘ Paper Graphs. ✘ Monitoring meetings. ✘ Colleague support within syndicate- observations and co-teaching. <p>Syndicate 2:</p> |

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| <p>✘ <i>There was an increase in students reading above their expected level by the end of the year for year 1 and 2.</i></p> <p>✘ <i>By the end of the year:</i></p> <ul style="list-style-type: none"> - <i>23% of year one students reading at or above expected level.</i> - <i>46% of year two students reading at or above expected level.</i> - <i>61% of year three students reading at or above expected level.</i> - <i>67% of year four students reading at or above expected level.</i> - <i>50% of year five students reading at or above expected level.</i> - <i>50% of year six students achieving at or above expected level</i> | <p><i>programmes.</i></p> <p>✘ <i>Shared reading focus- specific.</i></p> | |
| | <p>Syndicate 3:</p> <ul style="list-style-type: none"> ✘ <i>Daily SQUIRT/ Reading boxes (Comprehension).</i> ✘ <i>Fast forward programme (different stanines).</i> ✘ <i>Rainbow Reading/ Vocab in classes, IWB use.</i> ✘ <i>Planning based on data from STAR/AsTTLE.</i> ✘ <i>Analysis of data.</i> ✘ <i>Professional Discussions.</i> | <p>Syndicate 3:</p> <ul style="list-style-type: none"> ✘ <i>Monitoring meetings to help support teachers with next learning steps.</i> ✘ <i>Teach reading strategies so students know what they are using.</i> ✘ <i>Display reading strategies.</i> |

| Curriculum or Essential Skill Area - Writing | | |
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| Year Level: All levels | Students targeted: All students by the end of the 2009 year | Budget: |
| Target: | Initial Data: (Collected Feb 2009) | Achieved Outcome: (Collected Nov 2009) |
| 1. By the end of year 1 all students will be operating between L1i and L1ii | Year 1 Data: 100% working at the lower end of the expected levels | Year 1 Data: 79% working at the lower end of the expected levels, 16% working at expected level, 5% working above expected level. |
| 2. By the end of year 2 all students will be operating between L1ii and L2 | Year 2 Data: 56% working below expected level, 22% working at the lower end of the expected levels, 22% working at the expected level | Year 2 Data: 20% working below expected level, 41% working at the lower end of the expected levels, 32% working at the expected level, 7% working at higher end of expected level. |
| 3. By the end of year 3 all students will be operating between L2b and L2p | Year 3 Data: 100% working below the expected level | Year 3 Data: 68% working below the expected level, 26% working at the lower end of the expected level, 6% working at higher end of expected level. |
| 4. By the end of year 4 all students will be operating between L2b and L2a | Year 4 Data: 7% working at lower end of expected level, 82% working at expected level, 7% working at higher end of expected level, 4% working above expected level | Year 4 Data: 22% working at lower end of expected level, 78% working at expected level. |
| 5. By the end of year 5 all students will be operating between L2a and L3b | Year 5 Data: 7% working below expected level, 89% working at expected level, 4% working at higher end of expected level | Year 5 Data: 7% working below expected level, 41% working at lower end of expected level, 52% working at expected level |

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| 6. By the end of year 6 all students will be operating between L3p and L4b | Year 6 Data: 20% working below expected level, 8% working at lower end of expected level, 59% working at expected level, 10% working at higher end of expected level, 3% working above expected level. | Year 6 Data: 28% working below expected level, 56% working at expected level, 16% working at higher end of expected level |
| Data Analysis: | Actions to date: | Analysis/ Reflection: (so what next?) |
| <ul style="list-style-type: none"> ✘ <i>At the beginning of the year all year 1 and 3 students were achieving below their expected level and by the end of the year a large percentage were still operating below.</i> ✘ <i>There were more students writing below their expected level in year 4 and 6 at the end of the year compared to the beginning.</i> ✘ <i>By the end of the year:</i> <ul style="list-style-type: none"> - <i>21% of year one students achieving at or above expected level.</i> - <i>39% of year two students achieving at or above expected level.</i> - <i>6% of year three students achieving at or above expected level.</i> - <i>78% of year four students achieving at or above expected level.</i> - <i>52% of year five students achieving at or above expected level.</i> - <i>72% of year six students achieving at or above expected level</i> | <p>Syndicate 1:</p> <ul style="list-style-type: none"> ✘ <i>Vocabulary focus.</i> ✘ <i>Begin to look at ESOL and Target students</i> ✘ <i>LPDP Monitoring Meetings</i> <p>Syndicate 2:</p> <ul style="list-style-type: none"> ✘ <i>Using reference material.</i> ✘ <i>Moderation and shaping best practice.</i> ✘ <i>Scan/ use students own work.</i> ✘ <i>Senses/ graphic organizers.</i> ✘ <i>Talking about our ideas and recording it to write.</i> ✘ <i>Disappearing sentences/ definition.</i> <p>Syndicate 3:</p> <ul style="list-style-type: none"> ✘ <i>Focus on vocab, modeling-whole school/syndicate.</i> ✘ <i>PD- LPDP, Readings, modeling by teacher.</i> ✘ <i>Analysis of data.</i> | <p>Syndicate 1:</p> <ul style="list-style-type: none"> ✘ <i>Need to focus on Vocabulary and questioning.</i> ✘ <i>ESOL/ Spelling and letterland programmes.</i> ✘ <i>Push essential list words/ Parent evening.</i> ✘ <i>PM- Word cards.</i> <p>Syndicate 2:</p> <p>Syndicate 3:</p> <ul style="list-style-type: none"> ✘ <i>More focused writing in class.</i> ✘ <i>Vocab and grammar focus.</i> ✘ <i>Teacher intervention (Feed forward and back)</i> ✘ <i>Small group teaching/ needs based.</i> ✘ <i>Monitoring, student books- marking.</i> ✘ <i>Teaching a variety of genre from NE onwards.</i> |

Signed: _____
 Karl Vasau- **PRINCIPAL**
 Date: _____

Signed: _____
 Patricia Setefano- **BOT Chairperson**
 Date: _____