

Analysis of Variance Reporting



| School Name: | Mt Carmel School | School Number: | 1382 | | | | | | | | | | | | | | | |
|-----------------------|--|-----------------------|------|--|-----------|--|--|------|------|-------|---------|--------|----|----------|----------|-------|----------|----------|
| Strategic Aim: | 2023 - All students are provided with opportunities to progress and succeed in the pursuit of our National Curriculum | | | | | | | | | | | | | | | | | |
| Annual Aim: | <p>To deliver equity and excellence in English and maths teaching and learning.</p> <p>Design and deliver teaching and learning programmes that meet the children where they are at, connects them to the learning experiences, are fully inclusive and promote success regardless of children's situation or background.</p> | | | | | | | | | | | | | | | | | |
| Target: | <p>Goal 1: Raise the achievement level of our Year 4 readers so that students are reading at or above the expected curriculum level at the end of 2023.</p> <p>Goal 2 Raise the achievement in writing, specifically targeting students who are achieving below the expected curriculum level.</p> | | | | | | | | | | | | | | | | | |
| Baseline Data: | <p>Goal 1.</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">Y3 (2022)</th> </tr> <tr> <th></th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>Below</td> <td>11% (4)</td> <td>6% (2)</td> </tr> <tr> <td>At</td> <td>38% (14)</td> <td>48% (18)</td> </tr> <tr> <td>Above</td> <td>52% (19)</td> <td>47% (18)</td> </tr> </tbody> </table> <p>Students identified by teachers achieving lower than expected reading level or of concern for: 7 Female and 7 Male</p> | | | | Y3 (2022) | | | 2021 | 2022 | Below | 11% (4) | 6% (2) | At | 38% (14) | 48% (18) | Above | 52% (19) | 47% (18) |
| | Y3 (2022) | | | | | | | | | | | | | | | | | |
| | 2021 | 2022 | | | | | | | | | | | | | | | | |
| Below | 11% (4) | 6% (2) | | | | | | | | | | | | | | | | |
| At | 38% (14) | 48% (18) | | | | | | | | | | | | | | | | |
| Above | 52% (19) | 47% (18) | | | | | | | | | | | | | | | | |

Goal 2:

Students achieving below expected curriculum level: Female: 10 Male: 15

NZ European: 13

Asian: 7

Pacifika: 4

Maori: 1

WRITING

| | Y6 (2022) | | Y5 (2022) | | Y4 (2022) | | Y3 (2022) | | Y2 (2022) | | Y1 (2022) |
|-------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|
| | 2021 | 2022 | 2021 | 2022 | 2021 | 2022 | 2021 | 2022 | 2021 | 2022 | 2022 |
| Below | 10% (4) | 12% (5) | 13% (4) | 12% (4) | 42% (13) | 6% (2) | 35% (13) | 16% (6) | 5% (2) | 7% (3) | 13% (5) |
| At | 55% (22) | 49% (20) | 84% (27) | 68% (23) | 42% (13) | 78% (28) | 51% (19) | 47% (18) | 80% (32) | 58% (25) | 67% (26) |
| Above | 35% (14) | 39% (16) | 3% (1) | 21% (7) | 16% (5) | 17% (6) | 14% (5) | 37% (14) | 16% (6) | 35% (15) | 21% (8) |

| 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>Goal One</p> <p>Teachers to regularly collaboratively plan in teams (junior, middle, senior)</p> <p>Development of our in school leader - literacy</p> <p>Kahui Ako Across school leader Literacy</p> | <p>Met our goal of raising achievement in Year 4 Reading</p> <p>2023</p> <p>Below 2 (6%)</p> <p>Achieving 9 (25%)</p> <p>Above 27 (71%)</p> | <p>Teachers planned collaboratively in teams regularly to ensure best practise was shared</p> <p>Ongoing assessment of students' reading progress allows teachers to identify areas for growth and provide timely feedback and support. This might include informal assessments, standardised tests (e-asttle, PAT), and teacher observations.</p> <p>Recognised students have diverse learning needs tailored teaching to accommodate various learning styles and abilities.</p> <p>Development of role of In School literacy leader and consolidation of schools local curriculum</p> <p>Review of school literacy practice and improvements made</p> <p>Work with Kahui Ako Across school leader in strengthening our literacy practice and pedagogy.</p> | <p>Ensuing timetables reflect Ministry of Education requirements of 1 hour of reading every day.</p> <p>Including more diverse texts and stories that reflect students' backgrounds and experiences can increase engagement and motivation, making reading more meaningful and enjoyable for the now Year 5 students to support the continued achievement level.</p> <p>Deliberate teaching of various comprehension strategies, such as making predictions, asking questions, summarising, and making connections.</p> |
| <p>Goal Two</p> <p>Develop our local curriculum for writing</p> <p>Use of new planning documents - accessible to all teaching staff to share planning and have coherence across the school.</p> | <p>20 children below</p> <p>6 Female</p> <p>14 Male</p> | <p>Strengthened our local curriculum for writing</p> <p>Explicit foundation of writing skills concentrated on, grammar, sentence structure, paragraphs, punctuation</p> <p>Modelled and guided writing practice strengthened</p> | <p>Ensure timetables meet Ministry of Education requirements of 1 hour of writing daily.</p> <p>Look at the use of Exemplar Texts: — exemplar pieces of writing that demonstrate specific writing techniques or genres—as models for students to emulate. Analyse these</p> |

| | | | |
|---|---|--|---|
| | NZ European: 9 Asian: 5 Pacifica: 3 Other: 2 | Groups of children struggling with writing received targeted support from Learning Assistants Planning documents accessible on Google Docs for all teachers to access Coherent planning across the school. | texts together as a class and identify the characteristics of effective writing. Encourage a growth mindset in students, emphasising the belief that writing ability can be developed through effort and perseverance. Celebrate progress and effort, and provide encouragement and support to help students overcome challenges. |
| Planning for next year: | | | |
| Timetabling of Reading and writing a priority In school literacy leader to consolidate and extend our Literacy programmes Timetabling of Learning Assistants in conjunction with consultation of teachers and thorough analysis of data Children not achieving expected levels to be monitored regularly and intervention investigated. Meet and work with whānau to raise achievement | | | |