MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

Matua Ngaru School
Ubiquitous learning, on a wave of change

School Name:	Matua Ngaru School	School Number:	774	Principal:	Diana Wilkes	Board Chair	Dave Tilton

Analysis of Variance for Matua Ngaru 2019

Strategic Aim:	Within a safe and secure learning environment we will encourage the development and achievement of each individual learner in all areas of the NZC. **@MatuaNgaru we believe:** ● Every learner can and should achieve success and make progress at school, regardless of their ability ● All learners (including those who are Māori, Pasifika and with special learning needs) are able to access The New Zealand Curriculum and their progress and achievement will be monitored and supported effectively in relation to curriculum levels so they enjoy educational success ● Effective and responsive partnerships between the BOT, school personnel, specialists and whanau will provide a strong platform towards meeting the additional education needs of all learners ● Learner identity, language, ability and talent must be recognised and affirmed **@MatuaNgaru this is achieved through:** ● An inclusive culture where respect and diversity are valued using our vision beliefs, tuakana-teina and innovative learning and teaching approaches ● Inclusive practices which engage all learners fully in The New Zealand Curriculum and require teachers and whanau in partnership to take responsibility for the learning progress of all learners.
Annual Aim:	Identify all learners who are more than two sublevels below expected level (New Zealand Curriculum Level) in literacy and numeracy at the start of the year and accelerate (more than 1 sub-level growth over and above normal growth eg. 2 or more sub-levels)) by year's end. ***We are not including our New Entrants or Year 1s in this report.***

Target:

Current Position: As a new school we did not yet have robust baseline information at the beginning of the year. A key priority for us in the initial stages of 2019 was to gather and establish baseline achievement levels and we were able to make confident OTJs for all 3 learning areas by June.
Target Groups: Our roll climbed steadily, from 117 on Feb 7th to 202 on Dec 20, 2019. Because of this, we tracked various cohorts internally to evaluate their rates of accelerated progress. For our ANoV we are reporting on Cohort 1.
Cohort #1 Foundation – (The Day One learners) - tracking progress for the children who started with us. (Identify those who are more than 2 sub-levels below, Year 2 and up and use in Spiral of Inquiry). ***There were 81 foundation learners in Years 2-8 in 2019.***
Cohort #2 All learners (Whole school data) - internal tracking only
Cohort #3 Group of learners who are identified as having high learning needs, including Maori and Pasifika - internal tracking

What we did:

Complete initial assessments/ analysis of all learners in literacy and numeracy to establish baseline levels (mid and end of Year OTJs). All learners were assessed as per our AoL timeline and data was entered into Linc Ed and a Data Tracking Spreadsheet. We captured a snapshot of progress & achievement at the mid-year point (excluding new enrolments) in order to identify the 3 cohorts we wished to track and again at the End of Year (EOY). Ultimately, we recorded learners in LINC-ED who were more than two sub-levels below the NZC level expectation for their year level, and used this to monitor and track progress . This was coded into SEN, Māori and Pasifika.

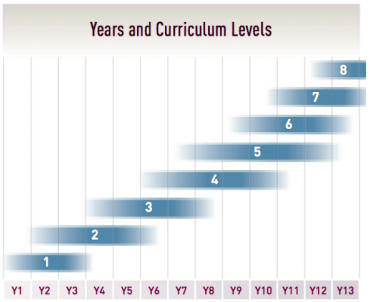
Tools used: PAT (Maths, Reading Comprehension and Reading Vocabulary), STAR, eAsttle for writing, Gloss, JAM, Running Records (seen text), PM Benchmark and PROBE. We then outlined a break-down by year level for R,W,M % after which the teams devised an action plan to support the achievement target for these identified learners. Teams shared action plans and regularly revisited and discussed in team meetings.

Matua Ngaru School

Expected levels of progress with New Zealand Curriculum Levels

**Use for making OTJs and general understanding of year levels and NZC	NZC Level 1		NZC Level 2		NZC Level 3		NZC Level 4	
	Early Level 1	*Level 1*	*Early Level 2*	*Level 2*	*Early Level 3*	*Level 3*	*Early Level 4*	*Level 4*
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
NZC Sub-Levels for Reading, Writing & Maths	1B 1P 1A	1B 1P 1A	2B 2P 2A	2B 2P 2A	2A 3B 3P	3B 3P 3A	3A 4B 4P	4B 4P 4A
Reading - colour and reading ages	Green	Turquoise	Gold	Silver (8.5-9.0)	9.0 - 10.0	10.0 -11.0	11.0 - 12.0	12.0 - 13.0
Maths - Numeracy Stages	Stages 2-3	Stage 4	Stage E5	Stage 5	Stage E6	Stage 6	Stage E7	Stage 7

Link to Tracking Learners 'How To' Sheet



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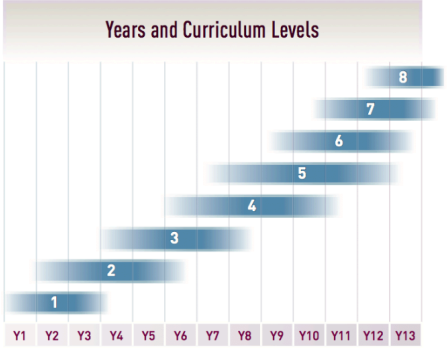
Children's differing learning needs were catered for using a variety of interventions which were visible in learning design, AfL, narratives and IEM/IEP documentation. Planning and assessment shows this differentiation and is completely transparent to learners and whanau. Interventions for the learners in Years 2-8 incorporated a variety of responsive strategies to support the learners including:

Using these ranges for the NZC levels	Notes	MOY & EOY		
	Mid Year On Track for Those Moving Between Curriculum Levels	Not Yet on Track	On Track	Exceeded
Year 1 **not tracking Emergent, NtS	1B - 1P		1B - 1P	1A+
Year 2		EB-1B	1P-1A	2B+
Year 3	1A-2P	EB-1A	2B-2P	2A+
Year 4		EB-2B	2P-2A	3B+
Year 5	2A-3P	EB-2A	3B-3P	3A+
Year 6		EB-3B	3P-3A	4B+
Year 7	3A-4P	EB-3A	4B-4P	4A+
Year 8		EB-4B	4P-4A	5B+

NOTES

As a general rule, most learners take two years to work through a curriculum level



- Designing Deliberate Acts of Teaching so they could be facilitated in smaller groups to allow for relationship building
- Adapting and individualising teaching and learning experiences to meet specific needs of individual learners e.g. choice of writing tools, scaffolded steps, modified approach to learning through Inquiry. Differentiated learning programmes were utilised to cater for individuals.
- Amplifying opportunities for teaching and learning through play as many learners preferred this and were able to develop literacy and numeracy skills as a result of carefully designed provocations. This was for all year levels but particularly for Year 2-3s
- The use of Maths Whizz and Bug Club (digital subscriptions) enabled increased opportunities to practice and apply learning at both school and home
- Providing literacy and numeracy resources for families to work through at home to support learners
- Carefully crafting tuakana-teina opportunities within Deliberate Acts of Teaching to develop confidence and enable mixed ability grouping
- Referrals were made to the SENCo to provide children with extra support
- SENCo liaised with external agencies, MOE and whanau to identify learners who required additional support
- SENCo and PB4L Leader worked with LCs to identify appropriate strategies and pedagogies to support them with a wraparound approach for the target learners. LA worked with a small group of ELL learners to provide a programme that developed their English Language skills
- Parents were educated on how to assist with developing children's comprehension skills and strategies during the termly Individual Education Meetings and through the Ubiquitous Learning Portfolio in Linc-Ed, along with our termly parent assessment workshops.

Baseline Data:

For Cohort 1 (our Foundation Learners, Year 2-8), our data reflected: *(**Tracking the 81 learners who were in Year 2-8 at the mid-year point)*

Middle of Year	W	R	M		End of Year	W	R	M	
Of 81 total learners	48	23	54	were 2 sub-levels or more below in Writing at the BEGINNING of the year	Of 81 total learners	37	16	29	were 2 sub-levels or more below in Writing at the END of the year
Of 10 Maori learners,	8	4	8		Of 10 Maori learners,	8	6	5	
Of 3 Pasifika learners,	1	0	2		Of 3 Pasifika learners,	1	0	1	
Of 13 Asian learners	4	1	5		Of 13 Asian learners	2	1	0	
Of 47 European learners,	31	16	33		Of 47 European learners,	24	8	22	
Of 8 MELAA learners,	4	2	6		Of 8 MELAA learners,	2	1	1	
Of 38 Male learners,	29	12	25		Of 38 Male learners,	21	8	11	
Of 43 Female learners,	19	11	29		Of 43 Female learners,	16	8	18	

Middle of Year	W	R	M		End of Year	W	R	M	
Of 81 total learners	48	23	54	were 2 sub-levels or more below in Writing at the MIDDLE of the year	Of 81 total learners	37	16	29	were 2 sub-levels or more below in Writing at the END of the year
Year 2 (23)	12	3	17		Year 2 (23)	6	1	1	
Year 3 (9)	2	2	1		Year 3 (9)	2	1	2	
Year 4 (15)	6	5	11		Year 4 (15)	5	3	7	
Year 5 (15)	9	6	10		Year 5 (15)	9	5	8	
Year 6 (4)	4	0	4		Year 6 (4)	2	0	1	
Year 7 (6)	6	2	3		Year 7 (6)	6	3	4	
Year 8 (9)	9	5	9		Year 8 (9)	7	3	6	

The decision to track cohorts like this is our attempt to report as accurately as possible. Reporting on year groups from time checkpoint to checkpoint isn't using clean data, due to the significant roll growth we faced. For example, one year 6 may represent 20% of the cohort at the start of 2019, but with expected roll growth, this child may only represent 5-10% of year 6s by year end. This makes it challenging and misleading to compare data over time.

Analysis

Of 81 learners who began with us at the beginning of 2019 -

- **59%** were two or more sub-levels below expectation for writing,
- **28%** were two or more sub-levels below expectation for Reading and
- **67%** were two or more sub-levels below expectation for Maths

Most of these learners became our target learners and we tracked them, the interventions that were used and the result.

By the end of the year we saw a marked improvement with the same cohort of 81 learners now only:

- **46%** were two or more sub-levels below expectation for writing,
- **19%** were two or more sub-levels below expectation for Reading and
- **36%** were two or more sub-levels below expectation for Maths

While many learners are still 2 or more sublevels below NZC level expectation, the majority of learners still made good progress. Our 2020 Year 8 cohort will need some targeted support across all the learning areas.

School Strengths

- Overall we had a 14% increase in Writing, 9% increase in Reading and 31% increase in Maths and the school has helped them make a significant improvement for these learners in both academic achievement and confidence
- Girls are achieving better than boys in Writing, Boys are achieving better in Maths and they are achieving the same for Reading
- Reading is our strongest area, however, Maths showed the greatest improvement
- For our Year 2-8 learners there were improved results in the Curriculum Functions within asTTle Writing from Term 1 to Term 4 asTTle Writing sample
- PAT Reading Vocabulary demonstrated overall good development of their vocabulary
- A process to track and monitor progress of at risk learners (target learners) was implemented for both Maori learners and non-Maori learners. This enabled staff to inquire into their practise to lift student achievement. Robust discussions were held at a team level and collaborative inquires were carried out throughout the year. Regular checkpoints were embedded throughout the year to ensure progress was monitored regularly and all interventions and observations/results were entered into our LMS 'Linc-Ed' for future reference.
- Learning Assistant support (In-Class Support) was implemented to work with target students (a within-school referral system overseen by our SENCo)
- RTLB was engaged with a specific target learner

- In response to our Year 2 cohort learning needs, a Board funded Learning Assistant was allocated to support the Learning Coaches
- Use of learning progressions across the school
- Embedding our conceptual curriculum encouraged increased engagement/motivation
- Teaching and Learning through Play approaches have ensured positive engagement in learning and a heightened sense of hauora
- The use of Linc-Ed to share and communicate learning with learners and their whanau
- Termly Individual Education Meetings (IEMs) were held with learners and whanau to develop learning maps and identify learning goals.

Evaluation - Areas for Improvement

- Writing (46% of learners were 2 or more sub-levels below) and Maths (36% of learners were 2 or more sub-levels below) will need to be a school-wide focus
    - We need a consistent pedagogical approach to literacy practices across the school. Currently consistent within teams, but not between teams.
    - We need a consistent pedagogical approach to maths practices across the school as there is currently a wide range of innovative and numeracy project based approaches being used
- PAT Reading Comprehension results demonstrate a need for developing literal skills particularly related to fictional texts
- PAT Maths results demonstrate a need to develop a range of number strategies and number knowledge across the school
- Closing the gap between boys' and girls' achievement. There is a small variance with boys not performing as well as girls.
- Our Maori students' demonstrated minimal improvements during the year across all three learning areas
- Amplifying our moderation processes for Writing assessments and OTJ allocation
- Develop a process for our learners to engage with their learning progressions, narrative assessments, NZC progression dials and also how they track and monitor their own progress.
- Ensure we induct educators and sustain a high level of teaching practice across the school (this may include the creation of and trial of the Educator Matix).

Next Steps: Planned Actions to Lift Achievement

- As a new school it will be particularly important for us to track and monitor all of our 2019 target learners along with any newly identified target learners in 2020 after our initial OTJs are made for 2020.
- Streamline process for recording the tracking in both Linc-Ed and the tracking spreadsheet (including modifying the intervention tracking from a Linc-Ed entry to a g-doc entry) to simplify the tracking and monitoring process for educators
- To inquire into a Maths programme to ensure consistency across the school

- To participate in PL on Decodable texts (Liz Kane), Phonics (Yolanda Soryl) and Learning through Play (Longworth Education, MOE PLD)
- To grow collective teacher efficacy by providing opportunities to learn with and from other educators in our school and Kahui Ako - including observations and Practice Analysis Conversations
- To participate in an 'Appreciative' or Collaborative Spiral of Inquiry to refine and develop pedagogical approaches across the curriculum
- Review and refine our moderation processes to ensure that there is consistency across the school and with other schools within our Community of Learning
- In the process of designing our conceptual curriculum, students will engage in deep, meaningful learning and and therefore will engage in regular, purposeful learning experiences that will develop their reading, writing and maths skills
- Learner logins with Linc-Ed will be provided for all Year 4-8 students so that they have access to and more ownership of their learning stories, reflections and goals/next steps so this can be used as a launchpad for all of our termly Individual Education Meetings
- Continued use of Learning Assistants and support from RTLB as necessary to address specific learning needs, Board approval required as we do not have any MOE funding for any of our learners with HLNs
- Leaders of Learning to have an increased presence by coaching and mentoring within the classes where possible
- To utilise our Within School CoL leaders to support and grow effective literacy practices through play
- Review our 'Graduate Profile' as part of the Kahui Ako strategic plan and align this with our learning progressions
- Fully utilise the professional development opportunities provided by Whiria Te Tangata Kahui Ako and the expertise of all the schools within
- Implement all 2020 Annual Plan strategic initiatives

Programmes of Learning	Teacher Professional Learning	Learning Resources
Learning Assistants (school funded) $59000 Learning Support (external) $3000 ELL $12250	Professional Development Literacy - Liz Kane ($1200), Yolanda Soryl Phonics($800), Literacy through Play (MOE PLD) Maths - TBD after pedagogical approach is selected Teaching & Learning through Play - ($2000)	Literacy Curriculum $18000 Maths Curriculum $5000 STEAM - $12000 Subscriptions - Bug Club and Maths Whizz $5000 Library Books $15000