RIVERSDALE SCHOOL
Inspiring Excellence

Analysis of Variance 2023

School Name:	Riversdale	School Number:	4007

Strategic Aim:	Teachers have high trust in one another and readily share data and evidence when needed. We collectively review the impact of practice on outcomes to drive improvements. Teachers evaluate teaching practice using a range of evidence, (eg. student progress data, teacher self-evaluation, feedback from peers, learners) and use this to plan next steps for learners and for future teacher development. Teachers evaluate teaching practice using a range of evidence, (eg. student progress data, teacher self-evaluation, feedback from peers, learners) and use this to plan next steps for learners and for future teacher development.
Annual Aims:	1.5 Contextual literacy learning will ensure reciprocity across reading and writing. Explicit links between the two will be made on a daily basis in instructional groups. 1.6 All kaiako will teach a daily writing group to lift achievement through ALL 10 week project each term. Pre and post data collection will show acceleration. 1.7 The English Curriculum plan will be reviewed and updated. 3.4 Literacy and Kevin Knight observations and feedback will occur to ensure effective teaching practice is occurring across the school. 3.5 Professional learning with Lauren Latimer. Unpacking the LPF. Learning about teaching English when the Curriculum is refreshed. 3.6 All teachers will participate in the Cultural Competency and the Literacy PD provided by the Kahui Ako
Target:	*By the end of 2023* Through a connected literacy approach teachers will: 1. expose students to deep, connected, contextual literacy learning (narrative data collection) 2. reading and writing data will be comparable reflective of connected reading and writing teaching (OTJ reading and writing data collection)
Baseline Data:	*Our writing data shows:*

Whole School Data	End of Year 2022	Mid Year 2023	End of Year 2023
Students working above the expected level	2.8%	2.2%	6%
Students working at the expected level	65%	64.7%	60%

Students working below the expected level	32.2%	33.1%	34%

Maori Data	End of Year 2022	Mid Year 2023	End of Year 2023
Students working above the expected level	0%	0%	0
Students working at the expected level	60%	60%	67%
Students working below the expected level	40%	40%	33%

Our reading data shows:

Whole School Data	End of Year 2022	Mid Year 2023	End of Year 2023
Students working above the expected level	3.5%	5.1%	8%
Students working at the expected level	72%	72.1%	68%
Students working below the expected level	24.5%	22.8%	24%

Maori Data	End of Year 2022	Mid Year 2023	End of Year 2023
Students working above the expected level	(0) 0%	0%	8%
Students working at the expected level	(20)66.7%	63.3%	66%
Students working below the expected level	(10) 33.3%	36.7%	25%

End year 2022:
67.8% of students at or above for writing
75.5% of students working at or above for reading

End year 2023:
66% of students at or above for writing
76% of students at or above for reading

Actions *What did we do?*	Outcomes *What happened?*	Reasons for the variance *Why did it happen?*	Evaluation *Where to next?*
● Professional Development with Lauren Latimer through: - Private consultancy visits once or twice a term. - Kahui Ako professional development twice a term. - Observation and feedback when Lauren is on-site. ● Explicit teaching of Writing daily. ● Professional development around effective teaching of writing groups, integrated with reading. ● Continued to implement BSLA across the junior classes. The middle classes focused on BSLA skills as part of spelling programmes ● Held moderation meetings to support teachers with how to shift those hardest to make progress. ● Close tracking of our Māori tamariki to ensure they are making progress. Teaching contexts designed to engage wherever possible. ● ALL intervention in Term 1. All classes took an ALL group to	● Teachers upskilled their knowledge of effective teaching of writing. ● Teachers upskilled their knowledge of taking a literacy group for acceleration through ALL. ● Staff developed their understanding of writing OTJs and what 'at level' looks like ● OTJ data was collected mid year and end year to see where students are at for writing. The data showed that: End year 2022: ● 67.8% of students at or above for writing ● 75.5% of students working at or above for reading End year 2023: ● 66% of students at or above for writing ● 76% of students at or above for reading	● Our achievement target was not met. There is a 10% difference between the Writing and Reading data. ● There was not enough time to impact new enrollments achievement who started throughout the year. ● Anecdotal observations shows that the actual motor skills of writing fluently are hampering the progress of junior learners and some struggling senior learners ● Learning differences - some students have learning differences and although they are making progress they are still below the expected level. ● In the second half of the year we had 10% new students arrive with half of these students being ESOL students. The majority of these students were judged to be below the expected levels. ● In term 3 there was a significant change of staffing with a third of the teachers being new for the second half of the year. It took these teachers extra time to get to	● We will continue working with Lauren through the Kahui Ako and consult in 2024 to work on aligning our reading and writing data by making connections between literacy learning.

accelerate writing progress with target students.		know their students and carry on with progress.	

Planning for next year:
Writing will become a major area for professional development for all staff. As above we have continued to engage Lauren Latimer for the UofO to work with us. The focus of the writing professional development will be genre, spelling, and unpacking the Common Practice Model and Te Mataiaho.

Analysis of Variance Reporting Mathematics 2023

School Name:	Riversdale	School Number:	4007

Strategic Aim:	Teachers have high trust in one another and readily share data and evidence when needed. We collectively review the impact of practice on outcomes to drive improvements. Teachers evaluate teaching practice using a range of evidence, (eg. student progress data, teacher self-evaluation, feedback from peers, learners) and use this to plan next steps for learners and for future teacher development.
Annual Aims:	1.8 Accelerated teaching in Mathematics will be implemented across the school 2.4 Teachers are applying to the RTLB service for teacher aide support for learning programmes 3.4 Kevin Knight observations and feedback will occur to ensure effective teaching practice is occurring across the school. 3.7 Professional learning with Averil Lee through ALiM intervention.
Target:	*By the end of Term 4 2023, all students in the ALiM intervention programme will accelerate with their learning, improving by at least one set in the specific aspect of the intervention.*
Baseline Data:	*Teachers will gather data about where their intervention students are achieving at the end of Term 1, 2023.* *Data will be collected at the pre-intervention stage, at the beginning of Term 2 ,2023 for the first intake and then again at the beginning of Term 3, 2023 for the second intake.*

School Name	Riversdale School - Cycle 1
Number of Teachers Involved	3

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Total	Number of Learning difficulties	Number of Students who made accelerated progress	Number of students who are demonstrating increased Key Competencies	Number of students who are at NZC level
Māori students		1			2			1			4	2	3	4	2
Pasifika students															
NZ European		3		3			3	1			10	3	10	10	9
Other students		2									2	1	1	2	
TOTALS		6		3	2		3	2			16	6	14	16	11
Male students		5					3				7	2	6	7	5
Female students		1		3	2			2			8	4	7	8	6

School Name	Riversdale School - Cycle 2
Number of Teachers Involved	5

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Total	Number of Learning difficulties	Number of Students who made accelerated progress	Number of students who are demonstrating increased Key Competencies	Number of students who are at NZC level
Māori students	3	1	2	1							7	3	6	7	5
Pasifika students		1									1	1	1	1	
NZ European		2	3	3				2			10	3	6	10	6
Other students		2					1				3	2	2	3	3
TOTALS	3	6	5	4			1	2			21	9	15	21	14
Male students	3	5	3	3			1	1			16	7	10	16	8
Female students		1	2	1				1			5	2	3	5	3

Actions *What did we do?*	Outcomes *What happened?*	Reasons for the variance *Why did it happen?*	Evaluation *Where to next?*
- Math Lead Teacher(MLT) attended meetings each term, led by Averil Lee. - Averil came into classes to support teachers with ALiM and classroom teaching. - MLT led staff meetings unpacking different LPF aspects. - Accelerated Learning in Mathematics (ALiM) in 3 classroom in Term 2 and in 5 classrooms in Terms 3, with a focus on LPF - Additive Thinking.	- MLT collected LPF data over the year. - In cycle 2 82% of the Maori/Pasifika/ other (all asian) made accelerated progress. 60% of the NZ European made accelerated progress. All students made progress. 66% of the target students were achieving at the expected curriculum level at the end of the year. - Staff now have a better understanding of the skills required at each set for LPFs. - Staff were more confident to place their students at a specific set, identify their next steps and gaps within their own classroom.	- Target teaching daily with the priority students. - We made progress towards this target as a result of staff being open and willing to learn about the LPF for Mathematics. - All staff have a focus on student achievement and supporting our tamariki to be successful. - Staff meetings, Math Lead Teacher meetings and ALiM all had the same focus on LPFs. - It was consistent and we had the support of Averil Lee to respond to any questions we had about this specific area of focus. - Learning differences impacted the accelerated progress of some students. - Some students who were in cycle 1 and 2 made huge shifts in cycle 1 but consolidated their learning in cycle 2 therefore their acceleration was not as great.	- Continue with Averil Lee from UofO using regionally allocated PLD to unpack the Maths and Statistics Curriculum in Te Mataiaho. - PLD facilitator will support teachers in 2024 with Mathematics programmes.

Planning for next year:

Include Mathematics goal in 2024 Strategic Plan. Continue with Averil Lee from UofO using regionally allocated PLD to unpack the Maths and Statistics Curriculum in Te Mataiaho.