

---

# Analysis of Variance

## 2022

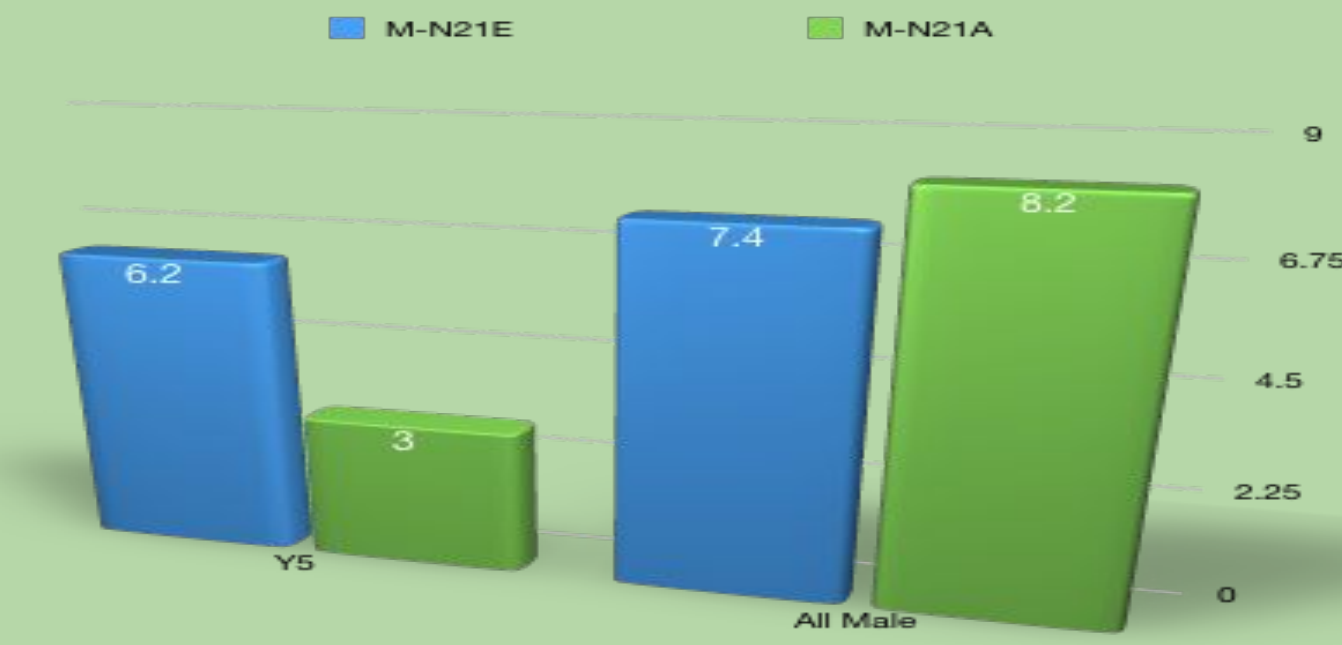
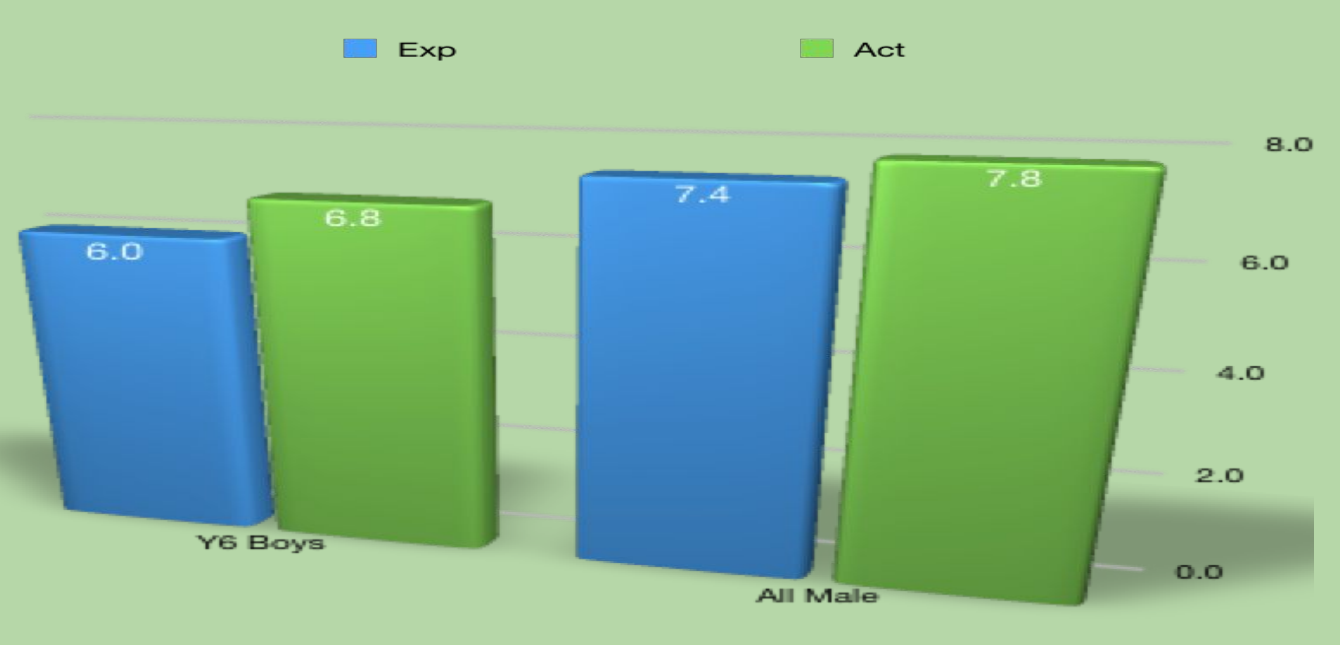
### Opunake Primary School

---




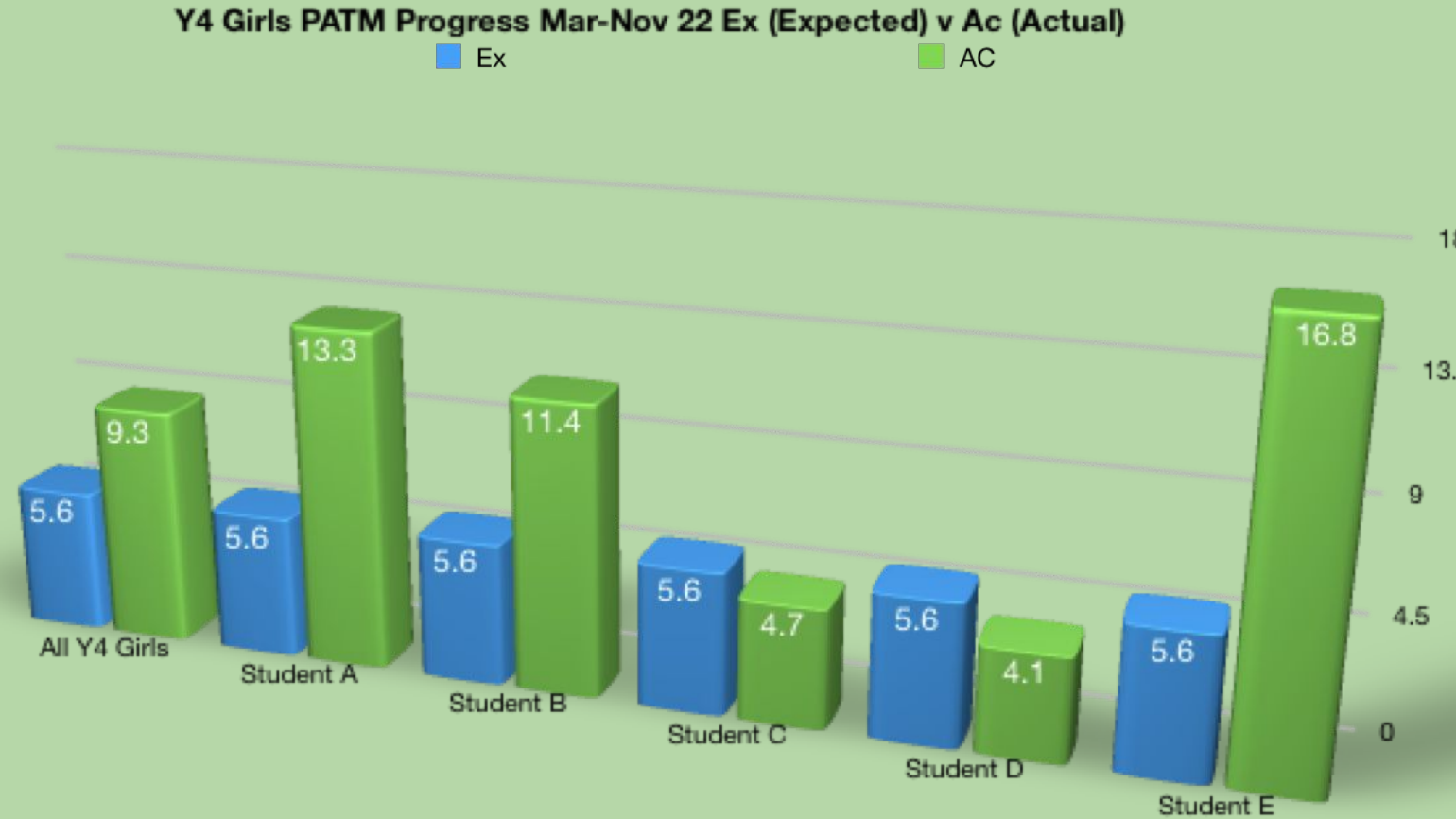
# LEARNING AND ASSESSMENT (Reading)

Strategic Aim	Annual Goal 2022	Action Plan	Analysis of Variance
<p><b>A culture which promotes rich and relevant learning and assessment practices which engages learners, teachers, and whanau to achieve excellence.</b></p>	<p><b>Develop and implement a shared understanding amongst teachers about improving comprehension.</b></p> <p><b>Accelerate student achievement through a range of techniques, as set out in action plan.</b></p> <p><b>Promote the use of digital technologies across the curriculum.</b></p> <p><b>Use both Apple and google technologies to increase digital fluency and engagement.</b></p>	<ul style="list-style-type: none"> <li>Students have access to a range of digital tools to enhance their learning and connectivity eg text to speech tools, etc</li> <li>Students are exposed to a wide range of text both digital and hard copy.</li> <li>Teachers utilise quality texts to promote engagement</li> <li>Gather whole school reading assessment data March/ November</li> <li>Develop shared expectations of what should happen in a reading sessions using Literacy Online Resources.</li> <li>Teachers familiar with <a href="#">ERO Best Practice</a></li> <li><a href="#">Sheena Cameron Resource</a> will be used to support teachers and learners</li> <li>SENCO employed for assessment and evaluation of intervention programmes for “target students”</li> <li>Develop a targeted teacher professional development plan</li> <li>Accelerate students through a range of strategies including</li> <li>Develop phonological and phonemic awareness through class explicit teaching ‘Crack the Code”</li> <li><a href="https://literacyonline.tki.org.nz/Literacy-Online/Planning-for-my-students-needs/Sounds-and-words/Phonological-awareness">https://literacyonline.tki.org.nz/Literacy-Online/Planning-for-my-students-needs/Sounds-and-words/Phonological-awareness</a></li> <li>Use technologies in a meaningful context to enhance reading programmes.</li> <li>Utilise quality online resources to supplement school resources.</li> <li>Apple PLD with Apple Trainer (separate plan)</li> </ul>	<ul style="list-style-type: none"> <li>The school participated in, and trained a teacher in the Better Start Literacy Programme.</li> <li>RT Lit modelled literacy strategies in Year 1 to 4, and supported teachers with strategies and techniques to work effectively with “priority students”</li> <li>Mr Lodge led Reading Professional Development across the school. Mr Lodge observed teachers and provided feedback on their practice.</li> <li>All teachers have a Reading Evaluation Document (attached to our whole school Reading Evaluation. This is the equivalent of a long term plan. Students are tracked throughout the year with special emphasis placed on priority students. Progress is monitored regularly and interventions programmes are modified to meet student need.</li> <li>All data analysed in the first instance by teachers, and SENCO. Mr Lodge discussed data with teachers. Mr Frank analysed data in Years 3 to 8 at the end of the year. Ms Ogle and Mrs Chaudhary analysed end of data year data for years 1 to 3.</li> <li>Sheena Cameron resources were purchased to support PLD programme and classroom programmes.</li> <li>Crack the code was implemented in most classrooms in some form.</li> <li>All teachers in Years 4 to 8 were observed planning and implementing some high interest reading programmes. Senior students were keen to display their work at “open day” for their whanau.</li> <li>Junior students were tracked through Best Start Programme, running records. We did not use 6 year Net because students were being tracked and reported using Best Start. (Data is separate to this goal)</li> <li>A comprehensive <b>Reading and Evaluation Document</b> is in place. This is used for recording and tracking             <ol style="list-style-type: none"> <li>Teacher self reflection and evaluation</li> <li>Teacher planning and assessment</li> <li>PLD</li> <li>Both formative and summative assessment</li> <li>Observations</li> <li>Data analysis for the whole school</li> </ol> </li> </ul>


<p><b>Strategic Target 2022</b>  <b>Target Group Year 5 boys (2022) based on analysed data from previous year.</b>  <b>Male students had significantly lower than expected progress</b></p>		<p><b>Target Initiatives</b></p>																		
<ul style="list-style-type: none"> <li>Increase the progress of 2022 Year 6 boys to <b>at+</b> levels or higher March - November 2022. <b>These students were year 5 (2021 data below)</b></li> </ul> <p><b>PATC Male Student Progress March 2021 - November 2021</b></p>  <table border="1"> <caption>PATC Male Student Progress March 2021 - November 2021</caption> <thead> <tr> <th>Group</th> <th>Expected (M-N21E)</th> <th>Actual (M-N21A)</th> </tr> </thead> <tbody> <tr> <td>Y5</td> <td>6.2</td> <td>3</td> </tr> <tr> <td>All Male</td> <td>7.4</td> <td>8.2</td> </tr> </tbody> </table>	Group	Expected (M-N21E)	Actual (M-N21A)	Y5	6.2	3	All Male	7.4	8.2	<p>2022 (Y6 boys progress )November 2022</p> <p>This cohort made above expected progress (+0.8) (March - November 2022), based on scaled score. Progress for All boys was at\+0.4 for 2022</p> <p><b>PATC Mar-Nov 2022 Progress Y6 Boys</b></p>  <table border="1"> <caption>PATC Mar-Nov 2022 Progress Y6 Boys</caption> <thead> <tr> <th>Group</th> <th>Expected (Exp)</th> <th>Actual (Act)</th> </tr> </thead> <tbody> <tr> <td>Y6 Boys</td> <td>6.0</td> <td>6.8</td> </tr> <tr> <td>All Male</td> <td>7.4</td> <td>7.8</td> </tr> </tbody> </table>	Group	Expected (Exp)	Actual (Act)	Y6 Boys	6.0	6.8	All Male	7.4	7.8	<ul style="list-style-type: none"> <li>Mr Lodge led teacher professional development in reading and completed classroom observations and feedback.</li> <li>Teacher planning was thorough in most areas. Guided reading planning needs to be improved in one classroom.</li> <li>Priority students were tracked throughout the year through the Class Evaluation Document.</li> <li>SENCO was employed to support student achievement and acceleration. The SENCO has detailed her data in separate reports.</li> <li>Whanau were kept informed of student progress throughout the year. We found that some whanau did not engage in this process. These families were generally followed up on by SENCO or principal. We had three or four families that still did not engage even with the one to one contact. In some cases we supported students through RTL and Arahunga, with whanau consent.</li> <li>Resources were purchased to support reading programmes.</li> <li>SENCO monitored priority students</li> </ul>
Group	Expected (M-N21E)	Actual (M-N21A)																		
Y5	6.2	3																		
All Male	7.4	8.2																		
Group	Expected (Exp)	Actual (Act)																		
Y6 Boys	6.0	6.8																		
All Male	7.4	7.8																		

# LEARNING AND ASSESSMENT (Maths)

Strategic Aim	Annual Goal 2022	Action Plan	Analysis of Variance
<p><b>A culture which promotes rich and relevant learning and assessment practices which engages learners, teachers, and whanau to achieve excellence.</b></p>	<p><b>Annual Goal 2022:</b></p> <ul style="list-style-type: none"> <li>To use Hero to supplement Standardised Assessment in Maths</li> <li>To begin a staff review of the elements of a problem solving based approach for learning and teaching mathematics at Opunake Primary.</li> <li>Students are actively involved in the learning process. (student voice)</li> <li>Use and connect mathematical representations.</li> <li>Facilitate meaningful mathematical discourse</li> </ul>	<ul style="list-style-type: none"> <li>Students are given opportunities to work in mixed ability grouping and to be taught in problem solving context to increase their understanding of maths in a real life context.</li> <li>Students are actively utilising technologies in a meaningful context to enhance their learning experience and understanding.</li> <li>Develop and implement PL&amp;D investigating the research literature on best assessment practice in mathematics.</li> <li>Develop and implement PL&amp;D focused on the Mathematics domain of Hero</li> <li>Support teachers and students to implement the Hero assessment in the classroom.</li> <li>Establish mathematics goals/objectives to focus learning. Effective teaching of mathematics establishes clear objectives for the mathematics that students are learning, situates objectives within learning progressions, and uses the objectives to guide instructional decisions.</li> <li>Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies.</li> </ul>	<p><a href="#">PLD on Girls Achievement</a></p> <p>Mr Frank led professional development in mathematics throughout the year. Teachers were provided with a range of strategies to enable the to work with students in mixed ability groups. Mr Frank used many of the video excerpts from "You Cubed" to model good practice.</p> <p><a href="#">Follow up: PLD Term 3</a></p> <p>Technologies were used appropriately for planning, assessment and to enable student voice in mathematics. Digital flipped lessons were used where appropriate.</p> <p>Professional development was implemented throughout the year. Every Wednesday teachers were provided with opportunities to update their maths evaluation documents and to discuss any issues or highlights with Mr Frank.</p> <p>This goal of using HERO for maths assessment was not achieved. We spent several months trying to set up HERO to dovetail with our maths evaluation programme. This did not work. We will consider refocusing on this in 2023.</p> <p>Every teacher had a maths evaluation document. On this document priority students were identified as well as priority objectives. Teachers then monitored progress throughout the year using this document.</p> <p>During the year we continued to focus on a problem based approach to mathematics. PLD focussed on work of Jo Boaler , Raj Shah, Kyle Pierce and Jon Orr. Teachers could use the school based maths website to find age appropriate problems.</p> <ul style="list-style-type: none"> <li>A comprehensive <b>Maths Evaluation Document</b> is in place. This is used for recording and tracking             <ol style="list-style-type: none"> <li>Teacher self reflection and evaluation</li> <li>Teacher planning and assessment</li> <li>PLD</li> <li>Both formative and summative assessment</li> <li>Observations</li> <li>Data Analysis for the whole school</li> <li>Student progress</li> </ol> </li> </ul>

Strategic Target 2022	End Of 2022 Target Group	Target Initiatives																														
<p><b>Target Group Year 3 girls (2021) based on data analysis .Six female students had significantly lower than expected progress. These students will be Year 4 in 2022.</b></p> <ul style="list-style-type: none"> <li>Increase the progress of target Year 3 (who will be Year 4 2022) girls to <b>at+</b> levels or higher March - November 2022. This cohort had significantly lower progress than whole school progress.</li> </ul> <p><b>PATM Girls Progress March 2021 - November 2021 Expected (Ex) v Actual (Ac)</b></p>  <table border="1"> <caption>PATM Girls Progress March 2021 - November 2021</caption> <thead> <tr> <th>Group</th> <th>Expected (Ex)</th> <th>Actual (Ac)</th> </tr> </thead> <tbody> <tr> <td>Y3 - 8 Females</td> <td>4.5</td> <td>5.6</td> </tr> <tr> <td>Y3 - Females</td> <td>6.2</td> <td>0.6</td> </tr> </tbody> </table>	Group	Expected (Ex)	Actual (Ac)	Y3 - 8 Females	4.5	5.6	Y3 - Females	6.2	0.6	<p><b>Overall Year 4 girls made above expected progress.</b></p> <p><b>Four of the 6 target</b> students in this group made above expected progress. Two students have picked up the pace on their previous progress. <b>All girls</b> in this year 4 group made above expected progress.</p> <p><b>Y4 Girls PATM Progress Mar-Nov 22 Ex (Expected) v Ac (Actual)</b></p>  <table border="1"> <caption>Y4 Girls PATM Progress Mar-Nov 22</caption> <thead> <tr> <th>Group</th> <th>Expected (Ex)</th> <th>Actual (Ac)</th> </tr> </thead> <tbody> <tr> <td>All Y4 Girls</td> <td>5.6</td> <td>9.3</td> </tr> <tr> <td>Student A</td> <td>5.6</td> <td>13.3</td> </tr> <tr> <td>Student B</td> <td>5.6</td> <td>11.4</td> </tr> <tr> <td>Student C</td> <td>5.6</td> <td>4.7</td> </tr> <tr> <td>Student D</td> <td>5.6</td> <td>4.1</td> </tr> <tr> <td>Student E</td> <td>5.6</td> <td>16.8</td> </tr> </tbody> </table>	Group	Expected (Ex)	Actual (Ac)	All Y4 Girls	5.6	9.3	Student A	5.6	13.3	Student B	5.6	11.4	Student C	5.6	4.7	Student D	5.6	4.1	Student E	5.6	16.8	<p><b>Target Initiatives: Analysis of Variance</b></p> <ul style="list-style-type: none"> <li>PL&amp;D in effective assessment practices in mathematics was completed</li> <li>Priority groups and students identified and plans (pathways) developed to accelerate this cohort. Student progress tracked. This initiative was completed.</li> <li>A staff review of the elements of a problem solving based approach to the learning and teaching of mathematics emphasising priority students and priority groups, was completed.</li> <li>Specific interventions for progressing priority groups outlined in classroom evaluation documents and evident in daily planning is found in teacher maths evaluation documents.</li> <li>Whole school Planning Evaluation Document was maintained. The document was used to track school wide initiatives and students achievement and progress school wide.</li> </ul>
Group	Expected (Ex)	Actual (Ac)																														
Y3 - 8 Females	4.5	5.6																														
Y3 - Females	6.2	0.6																														
Group	Expected (Ex)	Actual (Ac)																														
All Y4 Girls	5.6	9.3																														
Student A	5.6	13.3																														
Student B	5.6	11.4																														
Student C	5.6	4.7																														
Student D	5.6	4.1																														
Student E	5.6	16.8																														

# LEARNING AND ASSESSMENT (Writing)

	Annual Goal 2022	Action Plan	Analysis of Variance 2022
<p><b>A culture which promotes rich and relevant learning and assessment practices which engages learners, teachers, and whanau to achieve excellence.</b></p>	<p><b>To teach and consolidate writing approaches and strategies that work to raise student achievement in writing.</b></p> <p><b>To promote creativity and personal voice in writing</b></p> <p><b>To celebrate success in writing</b></p> <p><b>To make writing fun as well as functional.</b></p> <p><b>To utilise digital technologies to enhance writing.</b></p>	<ul style="list-style-type: none"> <li>Students are given lots of opportunity to write creatively.</li> <li>Students are given opportunities to experiment with different genre.</li> <li>Students are given opportunities to use a range of digital strategies and tools to experiment with their writing. Teachers to self reflect on their practice and be actively involved in professional conversations, moderation and professional development.</li> <li>Extend writing opportunities for students (students are expected to write every day)</li> <li>Use the Deliberate Acts of Teaching to ensure there are many opportunities for students to extend their oral language</li> <li>Actively promote and use strategies to maximise oral language in the classroom.</li> <li>To ensure teachers and students understand the writing progressions.</li> <li>Maintain a targeted approach to improving writing, by ensuring students get feedback and support to improve their own writing.</li> <li>Resources purchased to support writing programme</li> <li>Using observation and feedback effectively to support changes to teacher practice</li> <li>Aligning teacher PLD programmes with school priorities that were informed by analysed student achievement information, and information about teachers' professional needs</li> <li><b>Teachers participate in professional development focussing on Murray Gadd and Sheena Cameron "good practice"</b></li> </ul>	<p>Teachers completed PLD throughout the year using the Murray Gadd Resource and Sheena Cameron. This was led by Ms Ogle. Students were provided with opportunities to write using a variety of genre. Some of their work was showcased during school open days.</p>  <p>The school has a full school wide writing evaluation document. <a href="#">Writing Evaluation and Action Plan 2022</a></p> <ul style="list-style-type: none"> <li>A comprehensive <b>Writing Evaluation Document</b> is in place. This is used for recording and tracking             <ol style="list-style-type: none"> <li>Teacher self reflection and evaluation</li> <li>Teacher planning and assessment</li> <li>PLD</li> <li>Both formative and summative assessment</li> <li>Observations</li> <li>Data</li> </ol> </li> </ul>

Baseline Data	End of Year Data Year 5 Girls	Target Initiatives																																				
<p><b>Target Group - 2022 Year 5 Cohort</b></p> <p>13 Female Students: Progress at the end of 2021 as Year 4 expected level is 2P</p> <p>Expected Level End of 2022 for Year 5 is 2A</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Number of Girls</th> </tr> </thead> <tbody> <tr> <td>1A</td> <td>1</td> </tr> <tr> <td>1P</td> <td>1</td> </tr> <tr> <td>2B</td> <td>6</td> </tr> <tr> <td>2A</td> <td>2</td> </tr> <tr> <td>2P</td> <td>2</td> </tr> <tr> <td>3B</td> <td>1</td> </tr> </tbody> </table>	Level	Number of Girls	1A	1	1P	1	2B	6	2A	2	2P	2	3B	1	<p><b>Target Group - 2022 Year 5 Cohort</b></p> <p>Year 5 Girls: Writing Progress End of 2022 10 girls</p> <p>End of Year 5: Expected Level 2A</p> <p>1 Students from the cohort left during 2022.</p> <p><b>1 left at the end of the year</b></p> <table border="1"> <thead> <tr> <th>Level</th> <th>Number of Girls</th> </tr> </thead> <tbody> <tr> <td>1P</td> <td>1</td> </tr> <tr> <td>2B</td> <td>2</td> </tr> <tr> <td>2P</td> <td>3</td> </tr> <tr> <td>2A</td> <td>2</td> </tr> <tr> <td>3B</td> <td>1</td> </tr> <tr> <td>3P</td> <td>3</td> </tr> </tbody> </table>	Level	Number of Girls	1P	1	2B	2	2P	3	2A	2	3B	1	3P	3	<ul style="list-style-type: none"> <li>All teachers completed a class evaluation document. The document was used to track priority students.</li> <li>SENCO, principal and RTLB met regularly to discuss student learning. SENCO completed additional assessment when required.</li> <li>MS Ogle led PLD in writing during the year.</li> <li>Priority students were provided with a one on one writing programme to accelerate progress.</li> <li>Whilst some progress was made, this is not at the level needed to accelerate these students. This will need to be a focus for 2023.</li> </ul> <table border="1"> <thead> <tr> <th>2021</th> <th>Term 3: 2022</th> </tr> </thead> <tbody> <tr> <td>Well Below: 15.0%</td> <td>Well Below: 8.3%</td> </tr> <tr> <td>Below: 53.8%</td> <td>Below: 41.7%</td> </tr> <tr> <td>At or above: 31.2%</td> <td>At or above: 50%</td> </tr> </tbody> </table>	2021	Term 3: 2022	Well Below: 15.0%	Well Below: 8.3%	Below: 53.8%	Below: 41.7%	At or above: 31.2%	At or above: 50%
Level	Number of Girls																																					
1A	1																																					
1P	1																																					
2B	6																																					
2A	2																																					
2P	2																																					
3B	1																																					
Level	Number of Girls																																					
1P	1																																					
2B	2																																					
2P	3																																					
2A	2																																					
3B	1																																					
3P	3																																					
2021	Term 3: 2022																																					
Well Below: 15.0%	Well Below: 8.3%																																					
Below: 53.8%	Below: 41.7%																																					
At or above: 31.2%	At or above: 50%																																					

# EQUITY AND WELL BEING

Strategic Target	Annual Goal 2022	Analysis of Variance
<p><b>All teachers to develop an understanding of current research and pedagogies that support equitable learning opportunities for all learners</b></p>	<ul style="list-style-type: none"> <li>• <b>To fully implement the PRIDE Programme by the end of 2022</b></li> <li>• <b>To continue to implement and refine PB4L in the school</b></li> <li>• <b>Continue to promote a Bully Free Environment</b></li> <li>• <b>To continue to advocate for better support from agencies for the Opunake School community.</b></li> <li>• <b>To keep pastoral care and the well being of students at the forefront of our teaching and learning programmes,</b></li> <li>• <b>To provide equitable access to digital technologies and the internet</b></li> <li>• <b>To participate in the Awhi Mai Awhi Atu Programme</b></li> </ul> <div data-bbox="697 892 1400 1558" data-label="Diagram"> </div>	<ul style="list-style-type: none"> <li>• Pride Time was cut back during 2022 due to lack of personnel and the principal teaching full time</li> <li>• “Pathways for learning” for priority groups was established and monitored through class based evaluation. Teachers were provided with time to keep their assessment and data analysis up to date.</li> <li>• Students were actively involved in a PE Programme to maintain and improve physical and mental well being. The school participated in all inter school sports. Each teacher organised their own PE programmes. Lunchtime sports was set up with two teachers released from duty to organise games</li> <li>• Senior staff touched base with students on a regular basis to ensure that they are feeling safe, while encouraging students to give feedback about the classroom and playground environment. Principal set up an email system whereby students could email if they were feeling that their issues were not being dealt with effectively.</li> <li>• Successes were celebrated through social media forums, Seesaw, two, week long “open days” direct conversations with whanau.</li> <li>• The school ensure a range of processes were in place to ensure that students were well fed, and had the basic requirements that they needed to function at school (like stationery, togs etc) End of year events were free for all students to attend.</li> <li>• (PRIDE Team) establish and participated in leadership training days with the principal.</li> <li>• Student voice encouraged through a range of strategies including strategies like talking sticks, think pair share, in their writing, discussion, allowing for creativity, and building partnerships in the classroom.</li> <li>• Students well being was actively monitored by teachers, team leaders, SENCO and principal. Principal, SENCO, RTLB and social workers met regularly to discuss and implement support for students.</li> <li>• A SENCO was employed part time for the year. The SENCO regularly reported to the BOT. During the year the SENCO was responsible for meeting with teachers and teacher aides to review the effectiveness of programmes.</li> <li>• PRIDE was actively implemented and values taught across the school to promote student well being.</li> <li>• John Parsons Cyber Safety Programme to support teacher programmes was implemented and extended to include students.</li> <li>• Promoting student voice and agency across the curriculum using researched based strategies was a strategy that was continually focussed on throughout the year, particularly with Year 7 and 8 students.</li> <li>• Digital fluency was used to empower students and encourage creativity.</li> <li>• Awhi Mai Awhi Atu Programme was successfully implemented.</li> <li>• Attendance Service implemented. Attendance reports discussed with BOT</li> <li>• SENCO completed an online well being survey with students towards the end of the year and reported finding to the principal and BOT.</li> </ul>

# Digital Fluency and Technology

Strategic Target	Annual Goal 2022	Analysis of Variance
<p><b>All teachers to develop an understanding of current research and pedagogies that support equitable learning opportunities for all learners</b></p>	<p><b>Explicitly teach digital fluency to enable students to participate in a digitally abled education system and in an increasingly digitised society.</b></p> <ul style="list-style-type: none"> <li>● <b>digital, or technical, proficiency:</b> Students will be able to understand, select and use the technologies and technological systems;</li> <li>● <b>digital literacy:</b> To develop cognitive or intellectual competencies, which include being able to read, create, evaluate and make judgements and apply technical skills while doing so;</li> <li>● <b>social competence, or dispositional knowledge:</b> to develop an understanding and ability to relate to others and communicate with them effectively and safely</li> </ul>	<ul style="list-style-type: none"> <li>● The school participated in a PLD programme throughout the year with Apple NZ. At the end of 2022 the school was recognised as an Apple Distinguished School.</li> <li>● The school provides an Ipad for every student to ensure students have equitable access to their learning. These devices are used across the school in a range of ways and the school has a Digital Learning Plan in place.</li> <li>● Every year the school organises a cyber safety programme. In the older classes students do not have access to devices until this has been completed. This is an ongoing programme in the senior school.</li> <li>● The students have access to a number of technologies. As part of our digital plan students are taught how to use these technologies safely and for a purpose.</li> <li>● We completed a project with MB3 and TSB bank to make internet access available to our families free of charge.</li> <li>● We completed an audit of our Google workspace with UTB.</li> <li>● We applied for funding to work with UTB during 2023 to consolidate our current pedagogy and practice in the digital field.</li> </ul>

# Board of Trustee Other Priorities

Priority	Delegated to/Approximate Cost
Paint C Block and Kitchen Garden	Completed
Waterblast School	Completed
Continue with Pare Rakau Programme	Completed
PRIDE Time	Partially completed
Block A classroom upgrades	Partially completed
Heat Pump Sahara one	Completed
Repaint Cub Houses	Completed

# Kiwi Sport Funding

Income: \$2453

Expenditure:\$3005.13

Kiwi sport funding was utilised to purchase

- Additional swimming equipment including diving rings, flutter boards and underwater hockey sticks and pucks
- Colour run paint
- Indoor hockey set
- Basketballs, soccer balls, dodge balls, rugby balls, hand balls,gridiron balls,Gaelic footballs
- Webbing sashes
- Storage bags