



Analysis of Variance Reporting End of Year 2022 – Student/Ākonga Achievement

School Name:	Wyndham Primary School	School Number:	4054
Strategic Aim:	We collaborate as a team to create innovative and engaging programmes of teaching and learning which reflect the developing interests and needs of students/ākonga. We have high expectations of all students/ākonga and work in partnership with families/whanau to provide a high quality of education.		
Annual Aim:	<ul style="list-style-type: none"> • Oral Language programmes – Junior school • Reading Programmes – 5 Plus • Writing programmes – ALL, Boost Writing • Spelling programme - StepsWeb • Maths programme – Prime Maths 		
Target:	<p>80% of students/ākonga will be achieving at or above the expected curriculum levels for their age in:</p> <ul style="list-style-type: none"> - Writing - Reading - Maths <p>Improved results in Spelling for all students/ākonga</p>		
Baseline Data:	<ul style="list-style-type: none"> • 2021 End of Year <ul style="list-style-type: none"> - Writing – 84% of students/ākonga achieving at or above the expected levels for their age. - Reading – 89% of students/ākonga achieving at or above the expected levels for their age - Maths – 84% of students/ākonga achieving at or above the expected levels for their age. • 2022 Mid- Year <ul style="list-style-type: none"> - Writing – 70% of students/ākonga achieving at or above the expected levels for their age. - Reading - 83% of students/ākonga achieving at or above the expected levels for their age - Maths – 77% of students/ākonga achieving at or above the expected levels for their age - Spelling – 69% of students/ākonga achieving improved results in Schonell testing term by term 		
Results:	<ul style="list-style-type: none"> • 2022 End of Year <ul style="list-style-type: none"> - Writing – 82% of students/ākonga achieving at or above the expected levels for their age. - Reading - 92% of students/ākonga achieving at or above the expected levels for their age - Maths – 81% of students/ākonga achieving at or above the expected levels for their age 		

Actions <i>What did we do?</i>	Outcomes & Reasons for the variance <i>Why did it happen?</i> <i>What happened?</i>	Evaluation <i>Where to next?</i>
<p>Writing:</p> <ul style="list-style-type: none"> - E-asTTle testing T1 and T4. - Boost Writing programme taught across the school from Rm 2 upwards in T2. - Priority students identified by classroom teachers and referrals made to RTLit for 11 students/ākonga. - GATE Creative writing programme for 13 students/ākonga from Yr 2 to 6 from T3 <p>Reading:</p> <ul style="list-style-type: none"> - Reading as part of daily homework expectations across the whole school - Library refresh has seen increased usage across all classes. - New reading books/series/journals in use - Oral Language programme for Junior school including Speech Language support by Liz Roy and 5Plus programme taught by school funded T/A - RTLit support accessed for 11 students/ākonga and classroom teachers across whole school from T2 to T4 <p>Maths:</p> <ul style="list-style-type: none"> - Prime Maths programme taught across the whole school - Teachers engaged in PLD re: Prime including as part of LMV Inquiry - Coding resources purchased for T3 as part of Digital Technology/Maths curriculum. - Tech Group lunchtime sessions with Maths Leader in place for T3 <p>Spelling:</p> <ul style="list-style-type: none"> - Schonell testing termly instead of twice yearly. - StepsWeb programme taught in all classes. - Essential word lists as part of homework across the school. - Additional support provided by school funded T/A for classroom literacy programmes. 	<p>Writing:</p> <p>Boost Writing programme challenged by the number of student/ākonga absences in T2 due to winter illnesses.</p> <ul style="list-style-type: none"> - In the mid-year data 3 cohorts of students/ākonga in Yrs 2 to 4 were identified as needing to lift achievement to make the annual target in Writing. The Yr 2 cohort lifted from 65% to 94%, Yr 3 from 66% to 75% achieving at or above. There was a small drop in the Yr 4 cohorts from 67% to 65%. - Adaptions and supports put in place/assessments made including IEP meetings for priority learners including ORS. <p>Reading:</p> <ul style="list-style-type: none"> - Reading programmes implementation is consistent across the whole school. - Library refresh. - Students/ākonga being supported by families/whānau to complete reading homework. - Some students/ākonga being signed off by SLT and from 5Plus programme. - RTLit ongoing intervention and support, some students/ākonga signed off. - Achievement for students/ākonga has lifted from 83% of students at or above at mid-year to 92% at end of year. This is a very pleasing result and highlights the strengths of teaching staff in delivering quality reading programmes at all levels. <p>Maths:</p> <ul style="list-style-type: none"> - Prime Maths programme implementation is consistent across the whole school. - Teachers have completed a yearlong CoL inquiry on Pr1me Maths. - Achievement for students/ākonga has improved from 77% of students/ākonga at or above in the mid-year results to 81% at or above at end of year. - There are several students/ākonga in the Year 4 cohort who have significantly lower achievement in Maths – 49% at or above at end of year. <p>Spelling:</p> <ul style="list-style-type: none"> • Testing occurring termly has enabled teachers to measure improvement and respond to vulnerable student/ākonga learning needs in a more timely way. • Term on term improvement across all classes tested. 	<p>T1/2 2023:</p> <ul style="list-style-type: none"> • Teaching team to review end of year data during planning/Teacher Only Days Jan 2023 • Continue programmes which are successfully lifting student/ākonga achievement – Prime Maths, StepsWeb. • Funding has been allocated by MOE for implementation of an ALL programme for 2023. • Review Boost Writing & Maths data from 2022 to inform planning for 2023. • Review Boost Writing data from T2, plan Boost Writing for most vulnerable students/ākonga T4 • Review existing interventions in place for vulnerable students/ākonga – RTLit, LSC support. • New referrals made to RTLit, LSCs <p>2023 WPS Strategic Plan:</p> <ul style="list-style-type: none"> • Annual goals reviewed an replaced with individualised progress targets for Reading, Writing, Maths

Catherine Lewis, Principal 12/12/2022