

Analysis of Variance Reporting 2024

School Name:	St Joseph's Cathedral School	School Number:	3827
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Strategic Aim:	To maximise student engagement and success in Literacy and Mathematics. The school's strategic goals are linked to the National Education Priorities, which states our commitment to improving pupil levels of achievement in all aspects of literacy and Mathematics and Statistics school-wide.			
Annual Aim:	To improve the achievement levels in the national Standards for Reading, Writing and Mathematics. To raise achievement for identified target groups of learners not meeting standard.			
Area	Baseline Data (Dec 2023)	Target	End of 2024 Data	Achieved?
Reading	84% of all students achieved at or above the National Standard in Reading	That overall 85% of our students will achieve at or above their New Zealand Curriculum Level in Reading.	86% of all students achieved at or above their New Zealand Curriculum Level in Reading	Achieved
Reading Specific Targets		That the 6 year 2 students will achieve at or above	4 at standard 2 below the standard	66% Achieved
		That the 5 year 3 students will achieve at or above	1 at standard 4 below standard	20% Achieved
		That the 3 year 4 students will achieve at or above	1 at standard 2 below the standard	33.3% Achieved
		That the 2 year 5 student will achieve at or above	1 at the standard 1 below the standard	50% Achieved
		That the 7 year 6 students will achieve at or above	4 at the standard 3 below the standard	57% Achieved

		Of the above target students the 3 Māori and 1 Pasifika students, 5 Indian will achieve at or above	2 out of 3 Māori at 3 out of 5 Indian at 1 Pasifikka below	
	11 target students out of 23 shifted to at the expected curriculum level			
Writing	83% of all students achieved at or above the National Standard in Writing	That overall 85% of our students will achieve at or above their New Zealand Curriculum Level in Writing	84% of all students achieved at or above their New Zealand Curriculum Level in Writing	Not Achieved
Writing Specific Targets		That the 4 year 3 students will achieve at or above	1 at the standard 3 below standard	25% Achieved
		That the 3 year 4 students will achieve at or above	1 at the standard 3 below standard	33.3% Achieved
		That the 4 year 5 students will achieve at or above	1 at the standard 3 below standard	33.3% Achieved
		That the 8 year 6 student will achieve at or above	2 at the standard 6 below standard	33.3% Achieved
		Of the above target students the 2 Māori and 2 Pasifika students, 4 Indian students will achieve at or above	2 Māori at 2 Pasifika below 2 out 4 Indian at	
	5 target students out of 19 shifted to at the expected curriculum level			
Mathematics	87% of all our students achieved at or above the National Standard in Mathematics	That overall 85% of our students will achieve at or above their New Zealand Curriculum Level in Mathematics	87% of all students achieved at or above at their Curriculum Level for Mathematics.	Achieved
		That the 5 year 3 students will achieve at or above	2 at the standard 3 below standard	40% Achieved

Mathematics Specific Targets		That the 4 year 4 students will achieve at or above	2 at standard 2 below standard	50% Achieved
		That the 3 year 5 students will achieve at or above	3 below standard	Not Achieved
		That the 5 year 6 students will achieve at or above	5 at the standard	Not Achieved
		Of the above target students the 2 Māori and 2 Pasifika students, 5 Indian students will achieve at or above	2 Māori below 2 Pasifika below 2 out of 5 Indian at	
	4 target students out of 17 shifted to at the expected curriculum level			

	READING	WRITING	MATHEMATICS
All students	86%	84%	87%
Gender			
Female	84%	88%	84%
Male	89%	80%	90%
Ethnicity			
Asian	77%	64%	82%
Indian	86%	86%	82%
Māori	100%	100%	91%
MELAA	91%	100%	91%
NZEuro/Other Euro	85%	85%	90%
Pasifika	89%	83%	83%

Actions

What did we do?

Strategic Focus:

To improve levels of achievement for Reading, Writing and Mathematics. To raise achievement for identified target groups of learners not meeting their expected level.

- Continuation of Structured Literacy across the school
- Introduction of Structured Reading in the Junior classrooms, support for teachers to implement and partnerships/education of families.
- Interventions and Learning support for target and high needs children including (Speech, RTLB, LSC, ESOL, and in class teacher aide support)
- Teachers all monitoring and implementing strategies for target students- regular meetings in syndicates to support this work
- Lead teachers of Mathematics and English provided PD, resources and in class support for teachers
- Launch collaborative writing planning with teachers and engagement of students
- Introduction of use of success criteria in writing

Outcomes

What happened?

School wide data:

Overall levels of students achieving At or Above expected level are 86% in Reading, 84% in Writing and 87% in Mathematics.

In 2023 overall levels of achieving At or Above expected level were 84% in Reading, 83% in Writing and 87% in Mathematics. Both Reading and Writing have had a positive increase.

Our Māori students have achieved amazing results; 100% for Reading, 100% for Writing and 91% for Mathematics

Our Pasifika students have achieved 89% for Reading, 83% for Writing and 89% for Mathematics

Data to look more carefully and what we would like to improve:

- Asian data- 77% Reading, 64% Writing, and 77% Mathematics (majority ESOL students)
- Boys 80% in Writing

Reasons for the variance

Why did it happen?

Reasons for increase in achievement:

Clear school wide assessment and teaching practices. School progressions embedded in teaching programmes. Children are aware of learning goals and next steps. Staff all doing Assessment For Learning Professional Development.

Improved identification, monitoring and implementation of strategies for target students- tracking and support for teachers through syndicates.

Introduction of Structured Literacy school wide and Structured Reading for our Junior school

Increased coordination and refining of the Learning Support Systems within our school. The Learning Support Coordinator works with our SENCO to oversee and support children with identified learning needs. Board funding of Learning Support interventions

Analysis of Writing Eastle data- re looking at benchmarking.

Introduction of teachers writing launches and success criteria use during writing.

Reasons for students not achieving At or Above:

Large increase in the number of students arriving from overseas and ESOL students.

Also some children that were “At” at the end of 2023 are now below due to a jump in curriculum level and expectations.

Some target students find it difficult to engage or find teaching strategies that increase their progress. Not all target student families work in partnership with teachers and regular reading and reinforcing of skills is not always done at home.

Evaluation

Where to next?

Look at different ways to move some of our target students who are making progress but not making it to “at “by the end of the year. Continue to embed school wide progressions and benchmarks.

Support for teachers with new curriculum implementation and content knowledge

Continuation of structured literacy Reading practices in the Junior school- building strong foundations for Reading/Writing. Introduction and support for senior teachers with Tier two students

Introduction of Oxford Mathematics resources to support class programmes and helping with remedial/extension activities.

Introduction of new assessment such as the junior phonics test and support staff with eastle developments.

Continue to meet in syndicates to monitor and look at possible strategies for target students. Introduce whole staff Target student meetings- Term 2 and Term 3. Staff PD sessions to support staff when making assessments/OTJs.

Observations of class teaching by Curriculum Lead /DP and support for class programmes.

Implementing strategies from the school wide Maori students achieving “success as Maori” Inquiry. Implementing our school Culturally Responsive practices.

Continuation of implementation of Assessment for Learning practices

Further development of our ELL programmes for 2024 and how we can best match the needs of these students, looking to how we support students with no english

Planning for next year

The following points will be built into the planning for next year;

- Continue to support staff with embedding Structured Literacy Practices
- Continue to embed Assessment for Learning practices across the school - success criteria and clarity of learning.
- More release time for teachers to complete testing and assessment.(extra crt days)
- Time in syndicates/phases to support the implementation and learning around the new curriculum and new maths resources
- Continuation and development of Learning Support interventions. A big focus on the ELL programme for 2024 and how we can best match needs.
- Monitor and put interventions in place for Target students- regular syndicate meetings
- Review and discuss and build consistencies around best practice in Mathematics and English- supported by the lead teacher.