



# Analysis of Variance 2022

Approved: 23 March 2023

## Executive Summary

Plimmerton School undertook some significant changes in 2022. A new principal started in July, while 3 of our existing BOT members didn't seek re-election or were not elected in the August elections. One of two long serving deputy principal's also stood down at the end of 2021, avoiding a staffing reduction scenario.

After introducing Structured Literacy at Year 1 & 2 level in 2021 the programme was rolled out across all years (Years 1-8) in 2022. This was the staff's professional development focus. Plimmerton was fortunate to receive funding from Ideal to run a 'pilot programme' for Structured Literacy that involved a fully released teacher working with small groups of learners. There was no funding for this in 2023.

After delving into the end of year (2022) data we note a school wide decline in achievement of Reading and Mathematics. Noting a 0.9% increase in Writing achievement. The decline in data is consistent with our analysis from 2017 through to 2022, noting a decline across the three areas since 2018.

A focus on supporting students with neurodiversity has led to increased awareness for staff of how to support neurodiverse students, and improved transitions to and from our school for those students. This will continue in 2023, along with further development of within-school support processes and transitions.

In 2022 the PB4L initiatives to promote positive behaviour continued to be embedded, and were complemented with the KiVA anti-bullying programme. The school has now reached a level of implementation where it is ready for Tier 2 PB4L training, that focuses on supporting students who have high levels of negative behaviours.

Noting a continued decline in student achievement a number of new data gathering initiatives have been introduced across the school for the 2023 year. These include syndicates undertaking internal self-reviews of their students' data and learning programmes (termly). We have also introduced 'flesh out' sheets which capture evidence of changes in teacher practice to support Priority Learners. These are completed in weeks 4 and 8 each term.

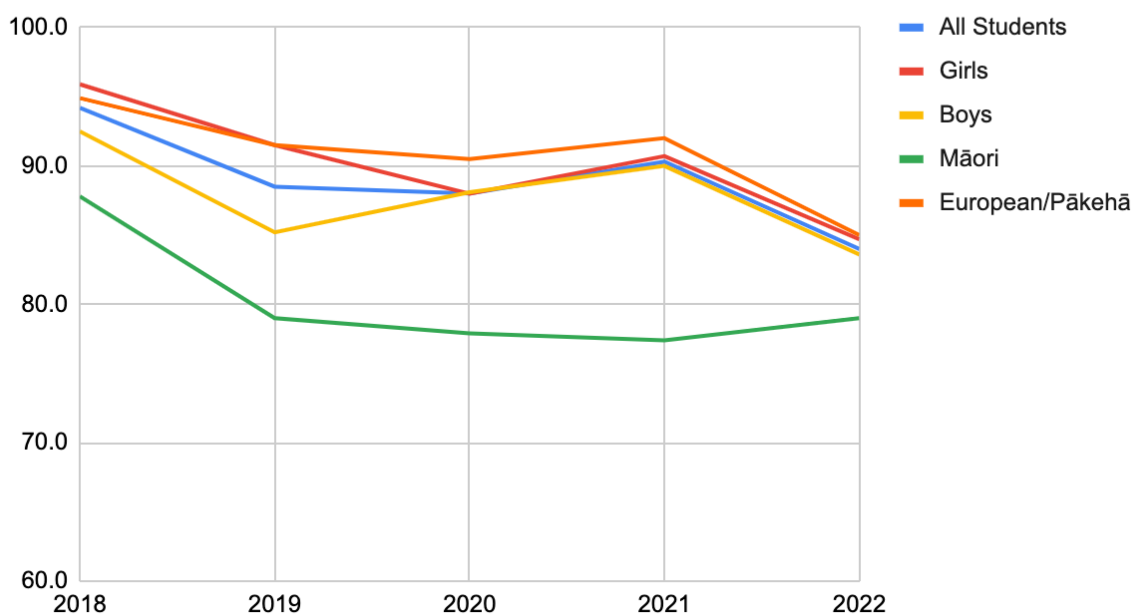
In 2023 Plimmerton School will undertake a review of our school curriculum. Identifying a number of ways in which the delivery of the NZ Curriculum and researched learning programmes can simplify, unify then solidify our communities vision for our learners. While increasing the achievement and equitable outcomes for all learners.

The last major initiative to support student achievement and monitor progress is the structural change of release time for syndicate leaders. These leaders are now released every second week on a Wednesday to work alongside the principal and deputy principals. During this time the syndicate leaders analyse learning achievement/programmes and spend time looking at how all staff can implement the strategic outcomes of our school. Including exploring new learning initiatives to raise student achievement.

# End of Year Curriculum Level Achievement

Reading	2018	2019	2020	2021	2022	2022
	% At or Above	% At or Above	% At or Above	% At or Above	% At or Above	Total No. Students
All Students	94.2	88.5	88.0	90.3	84.0	436
Females	95.9	91.5	88.0	90.7	84.7	217
Males	92.5	85.2	88.1	90.0	83.6	219
Māori	87.8	79.0	77.9	77.4	79.0	62
Pasifika	94.4	76.0	85.0	84.2	77.3	22
Asian	100.0	84.4	90.9	97.1	87.5	32
European/Pākehā	94.9	91.5	90.5	92.0	85.0	300
End of Year 1	67.7	51.6	57.1	88.5	43.0	53
End of Year 2	97.0	86.2	86.8	75.8	82.0	53
End of Year 3	93.8	100.0	100.0	100.0	98.0	60
End of Year 4	96.9	98.4	100.0	98.0	100.0	51
End of Year 5	100.0	93.8	92.1	87.7	85.0	44
End of Year 6	94.8	95.8	95.4	88.5	92.0	61
End of Year 7	94.2	84.8	92.2	92.2	88.0	55
End of Year 8	87.9	75.0	83.1	94.9	90.0	62

% of students At or Above in Reading 2018-2022



## Reading Summary

**2022 End of year data overall (at/above) was: 84% and has decreased from 90% in 2021.**

Motuhara students at expectation at the end of 2022 -	Year 1: 43%	Year 2: 82%
Mana students at expectation at the end of 2022 -	Year 3: 98%	Year 4: 100%
Hongoeka students at expectation at the end of 2022 -	Year 5: 85%	Year 5: 92%
Taupō students at expectation at the end of 2022 -	Year 7: 88%	Year 8: 90%

Our overall **(at/above)** end of year reading data decreased from 90% in 2021 to 84% in 2022. In 2022 structured literacy was implemented school wide. This has been a change of approach for teachers and students in the Years 3-8 areas of the school so monitoring over the next 2 years will give a better comparison of the effect structured literacy is having on our reading data.

Students in Year 1 started structured literacy in term 2 2021 and end of year results in 2022 show that Year 2 students who are working at or above have increased from 75.8% to 80%.

100% of Year 3's were working at or above in 2019, 2020 and 2021. In 2022 this decreased to 98%. These students also started structured literacy in 2022.

### ***Recommendations for the whole school:***

The following cohort groups will require particular attention in 2023 to address their current achievement levels:

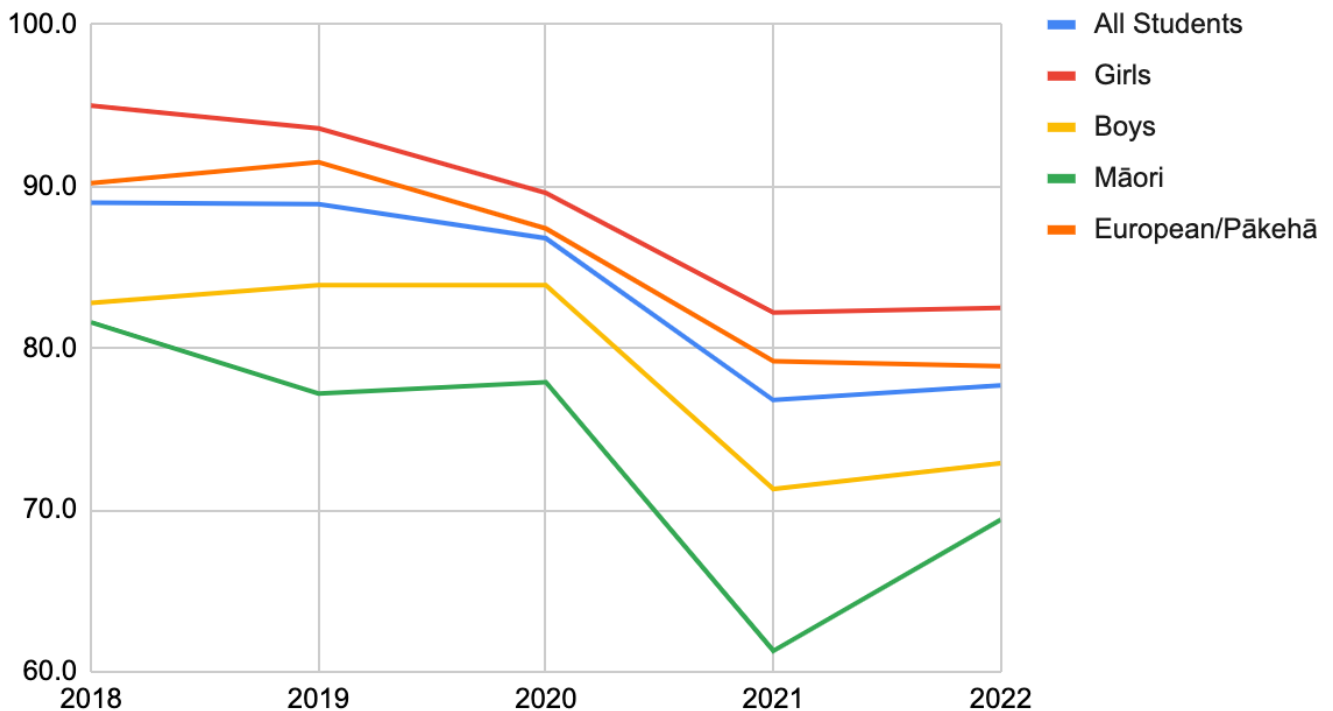
- Females (84.7% at expectation in 2022)
- Males (83.6% at expectation in 2022)
- Māori students (79% at expectation in 2022)
- Pasifika students (77.3% at expectation in 2022)
- Asian students (87.5% at expectation in 2022)
- European/Pakeha students (85% at expectation in 2022)
- Year 2 students (43% of Year 1 at expectation in 2022)
- Year 3 students (75.8% of Year 2 at expectation in 2022)
- Year 6 students (85% of Year 5 at expectation in 2022)
- Year 8 students (88% of Year 7 at expectation in 2022)

### **Māori students at expectation at the end of 2022 - 79% (77.4% in 2021)**

In 2021 there was a 15% disparity in achievement for our Māori students when compared to European/Pakeha students. This has decreased to 6% in 2022.

Writing	2018	2019	2020	2021	2022	2022 Total No. Students
	% At or Above	% At or Above	% At or Above	% At or Above	% At or Above	
All Students	89.0	88.9	86.8	76.8	77.7	436
Females	95.0	93.6	89.6	82.2	82.5	217
Males	82.8	83.9	83.9	71.3	72.9	218
Māori	81.6	77.2	77.9	61.3	69.4	62
Pasifika	83.3	76.0	95.0	68.4	77.2	22
Asian	96.6	93.7	90.9	80.0	81.2	32
European/Pākehā	90.2	91.5	87.4	79.2	78.9	299
End of Year 1	83.9	80.6	92.1	90.4	56.0	53
End of Year 2	86.6	94.8	88.7	54.8	80.0	46
End of Year 3	90.0	96.8	92.0	90.7	87.0	60
End of Year 4	93.8	96.7	100.0	93.9	96.0	51
End of Year 5	93.0	92.2	77.8	76.9	75.0	44
End of Year 6	92.2	91.7	92.3	78.7	75.0	60
End of Year 7	88.5	74.2	81.3	67.2	71.0	55
End of Year 8	85.9	79.3	78.8	69.5	76.0	62

## % of Students At or Above in Writing 2018-2022



## Writing Summary

**Achievement across the school has remained at a similar level to 2021 with 77.7% students working at or above (2021: 76.8%).**

At the end of 2021 23 Year 1 students out of 53(43%) were working below their expected level. The other year levels who decreased were Year 3, Year 5 and Year 6 although their decrease was smaller( between 1-3%).

In comparison the Year 2 group increased from 54.8% in 2021 to 80% in 2022. This cohort was introduced to structured literacy in 2021 so monitoring over the next 2 years will give a better comparison of the effect structured literacy is having on our writing data.

When looking at male(72.9%) and female (82.5%) students who are working at or above the expected level, percentages have stayed at a similar level to 2021 (male: 71.3% and female: 82.2%).

### **Recommendation for whole school:**

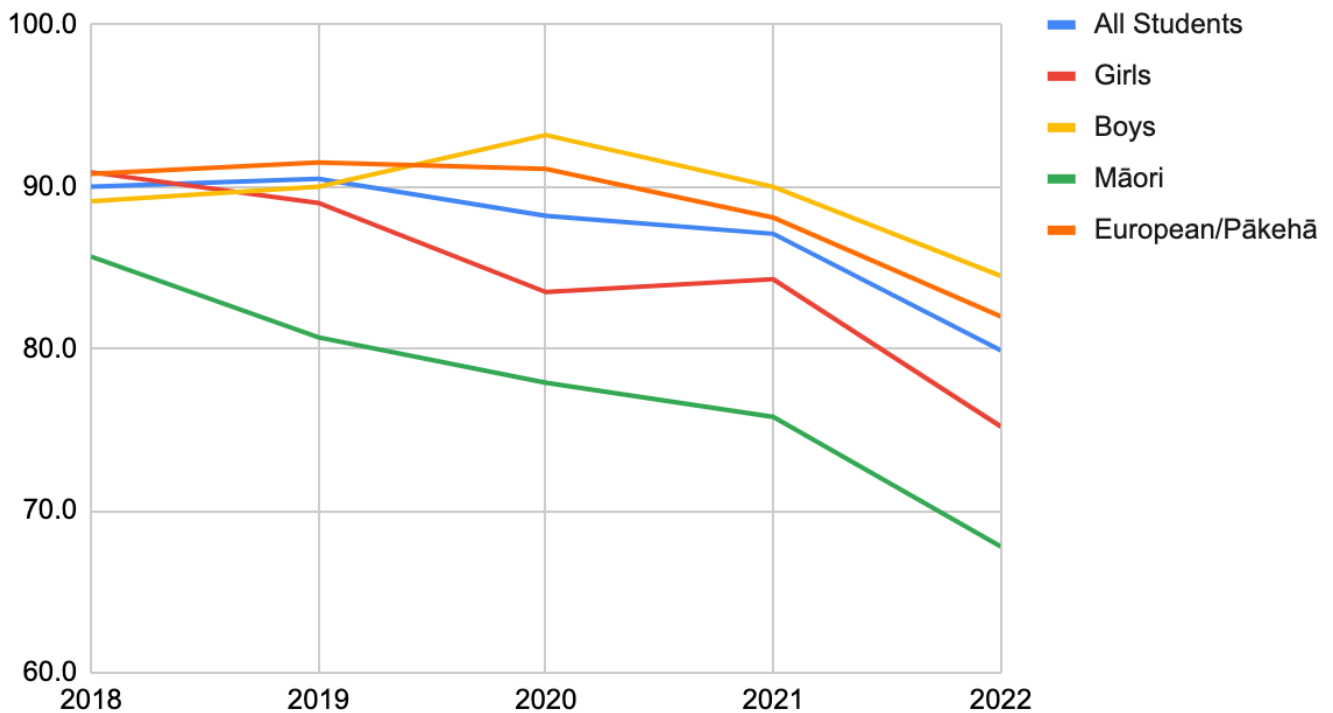
- *Undertake a literacy review focussing on how writing is taught throughout the school*
- *Priority groups in each syndicate have been identified and closely monitored. Syndicates have created an action plan to focus on writing and will be reviewing and adding to the in weeks 4 and 8 each term.*
- *The following cohort groups will require particular attention in 2023 to address their current achievement levels*
  - *Females (82.5% at expectation in 2022)*
  - *Males (72.9% at expectation in 2022)*
  - *Māori students (69.4% at expectation in 2022)*
  - *Pasifika students (77.2% at expectation in 2022)*
  - *Asian students (81.2% at expectation in 2022)*
  - *European/Pakeha students (78.9% at expectation in 2022)*
  - *Year 2 students (55% of Year 1's at expectation in 2022)*
  - *Year 3 students (80% of Year 2's at expectation in 2022)*
  - *Year 6 students (75% of Year 5's at expectation in 2022)*
  - *Year 7 students (75% of Year 6's at expectation in 2022)*
  - *Year 8 students (71% of Year 7's at expectation in 2022)*

**Māori students at or above Expectation - 69.4% (2021 69.4%).**

69.4% of Māori students were working at or above in 2022. This is an increase of 8.1% compared to 2021. In 2022 when comparing the achievement of our **Māori** students and European/Pakeha students there is still a 9.5% disparity. This has decreased from an 18% disparity in 2021.

Maths	2018	2019	2020	2021	2022	2022 Total No. Students
	% At or Above	% At or Above	% At or Above	% At or Above	% At or Above	
All Students	90.0	90.5	88.2	87.1	79.9	436
Females	90.9	89.0	83.5	84.3	75.2	217
Males	89.1	90.0	93.2	90.0	84.5	219
Māori	85.7	80.7	77.9	75.8	67.8	62
Pasifika	83.3	72.0	85.0	89.5	77.2	22
Asian	100.0	93.8	84.8	94.3	81.3	32
European/Pākehā	90.8	91.5	91.1	88.1	82.0	300
End of Year 1	100.0	96.8	95.2	94.2	65.0	53
End of Year 2	83.6	84.5	75.5	79.0	89.0	46
End of Year 3	85.0	100.0	96.0	100.0	80.0	60
End of Year 4	93.8	95.1	96.8	98.0	82.0	51
End of Year 5	97.2	85.9	88.9	81.5	89.0	44
End of Year 6	96.1	91.7	89.2	86.9	83.0	61
End of Year 7	88.5	84.8	85.9	78.1	67.0	55
End of Year 8	77.6	78.8	78.5	84.7	84.0	62

### % of Students At or Above in Maths 2018-2022



## Maths Summary

**Achievement across the school has dropped significantly in 2022 to 79.9%. In 2021 it was 87.1%.**

All year levels have decreased except Years 2, 5 and 8. Of particular concern are Year 1 students who have decreased by 29% and Year 3's who have decreased by 20%.

Since 2018 female achievement levels have continued to drop and there has been a decrease of 9.1% since the end of 2021.

The gap between males and females in 2022 has also increased by 9.3% compared to 5.7% in 2021.

### **Recommendation for whole school:**

- *The following cohort groups will require particular attention in 2023 to address their current achievement levels:*
  - *Females(75.2% at expectation in 2022)*
  - *Males (84.5% at expectation in 2022)*
  - *Māori students (67.8% at expectation in 2022)*
  - *Pasifika students (77.2% at expectation in 2022)*
  - *Asian students (81.3% at expectation in 2022)*
  - *European/Pakeha students (82% at expectation in 2022)*
  - *Year 2 students (65% of Year 1's at expectation in 2022)*
  - *Year 4 students (80% of Year 3's at expectation in 2022)*
  - *Year 5 students (82% of Year 4's at expectation in 2022)*
  - *Year 7 students (83% of Year 6's at expectation in 2022)*
  - *Year 8 students (67% of Year 7's at expectation in 2022)*

### **Māori students at Expectation - 67.8 % (2021 75.8%).**

There is a 14.2% disparity in achievement for our Māori Students when compared to European/Pakeha students in 2022. This level of disparity has been evident for the last 4 years.

# Monitoring Targets for 2023

## Reading:

**2022 goal:** 90% of all students will achieve at the expected curriculum level or better.

**Not Achieved: 84%**

**2023 goal: 90% of all students will achieve at the expected curriculum level or better.**

### Groups who did not achieve at the expected level in 2022 and will be focus groups in 2023

- Females(84.7% at expectation in 2022)
- Males (83.6% at expectation in 2022)
- Māori students (79% at expectation in 2022)
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- Year 8 students (88% of Year 7's at expectation in 2022)

## Writing

**2022 goal:** 90% of all students will achieve at the expected curriculum level or better

**Not Achieved: 77.7%**

**2023 goal: 85% of all students will achieve at the expected curriculum level or better.**

### Groups who did not achieve at the expected level in 2022 and will be focus groups in 2023

- Females(82.5% at expectation in 2022)
- Males (72.9% at expectation in 2022)
- Māori students (69.4% at expectation in 2022)
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- Year 6 students (75% of Year 5's at expectation in 2022)
- Year 7 students (75% of Year 6's at expectation in 2022)
- Year 8 students (71% of Year 7's at expectation in 2022)

## Mathematics

**2022 goal:** 90% of all students will achieve at the expected curriculum level or better. (**87.1%** in 2020).

**Not Achieved: 77.9%**

**2023 goal: 85% of all students will achieve at the expected curriculum level or better.**

### Groups who did not achieve at the expected level in 2022 and will be focus groups in 2023

- Females (75.2% at expectation in 2022)
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