



# Analysis of Variance - Kokopu School Targets 2023

## Writing

<b>Strategic Aims</b>	<b>Achieving Amazing, Inspiring Things Together - Developing our Inspiring Teachers.</b>																																																																																																	
<b>Annual Aims</b>	<p>1) <b>Achieving amazing and inspiring things together:</b> Students continue to grow their understanding of writing &amp; gain a better phonetical understanding of spelling patterns.</p> <p>2) <b>Developing our inspiring teachers:</b> Through Write That Essay, continue to deliver high-quality writing programs that make tangible differences to students learning. Establish a shared structured approach to spelling across the school.</p>																																																																																																	
<b>Target</b>	<p>Continue to lift writing achievement across the school using Write That Essay and growing phonetical understanding.</p> <ul style="list-style-type: none"> <li>77% of our students are achieving At their expected level for writing. Our target is for 80%+ of students to be at or above by the end of 2023. (3%+ increase)</li> <li>Continued improvement with our targeted students particularly our year 2, 4 and 5 students. Year 2, 65% At/Above. Year 4 54% At/Above. Year 5 64% At/Above.</li> </ul>																																																																																																	
<b>Background Information &amp; Baseline Data</b>	<p><b>Background and Baseline Data:</b></p> <p>4 years ago, after several years of concerning writing levels, the staff at Kokopu undertook professional development in the Write That Essay program (WTE). It has had significant positive effects on teaching skills and student achievement.</p> <p>Over 2020, 2021, and 2022 there was pleasing progress in writing using the Write That Essay program. In term 2 2020 only 39% of students were achieving At/Above. In term 4 of 2022 that had risen to 77%. This exceeds our 2021 target of 70%.</p> <p>In digging deeper, it is apparent that we have cohorts of learners who are struggling. These cohorts have been part of our target groups for the last 4 years and has shown accelerated progress. We plan to continue to monitor these cohorts and add others as needed. The first two cohorts below were our original target group from 2020. The third and fourth are from 2022.</p> <p><b>End of year 2022 results - Whole school</b></p> <table border="1"> <thead> <tr> <th></th> <th>Well Below</th> <th>Below</th> <th>At</th> <th>Above</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Y0</td> <td>0%</td> <td>0%</td> <td>100%(5)</td> <td>0%</td> <td>(5)</td> </tr> <tr> <td>Y1</td> <td>0%</td> <td>35%(6)</td> <td>65%(11)</td> <td>0%</td> <td>(17)</td> </tr> <tr> <td>Y2</td> <td>0%</td> <td>10%(2)</td> <td>81%(17)</td> <td>10%(2)</td> <td>17%(21)</td> </tr> <tr> <td>Y3</td> <td>31%(4)</td> <td>15%(2)</td> <td>38%(5)</td> <td>15%(2)</td> <td>11%(13)</td> </tr> <tr> <td>Y4</td> <td>0%</td> <td>36%(5)</td> <td>36%(5)</td> <td>29%(4)</td> <td>12%(14)</td> </tr> <tr> <td>Y5</td> <td>8%(1)</td> <td>23%(3)</td> <td>69%(9)</td> <td>0%</td> <td>11%(13)</td> </tr> <tr> <td>Y6</td> <td>10%(1)</td> <td>0%</td> <td>70%(7)</td> <td>20%(2)</td> <td>8%(10)</td> </tr> <tr> <td>Y7</td> <td>0%</td> <td>10%(2)</td> <td>85%(17)</td> <td>5%(1)</td> <td>17%(20)</td> </tr> <tr> <td>Y8</td> <td>0%</td> <td>25%(2)</td> <td>50%(4)</td> <td>25%(2)</td> <td>7%(8)</td> </tr> <tr> <td><b>Total</b></td> <td><b>5%(6)</b></td> <td><b>18%(22)</b></td> <td><b>66%(80)</b></td> <td><b>11%(13)</b></td> <td><b>(121)</b></td> </tr> <tr> <td></td> <td colspan="2">23%</td> <td colspan="3">77%</td> </tr> </tbody> </table> <p><b>Cohort tracking over time 2020-2022</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Cohort 1</th> <th>Cohort 2</th> <th>Cohort 3</th> <th>Cohort 4</th> </tr> </thead> <tbody> <tr> <td>2020 (End of year)</td> <td>Year 4 - 36% At/Above</td> <td>Year 3 - 37% At/Above</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>2021 (End of year)</td> <td>Year 5 - 53% At/Above</td> <td>Year 4 - 62% At/Above</td> <td>NA</td> <td>NA</td> </tr> <tr> <td><b>2022 (Mid-Year)</b></td> <td>Year 6 - 78% At/Above</td> <td>Year 5 - 59% At/Above</td> <td>Year 4 - 50% At/Above</td> <td>Year 3 - 42% At/Above</td> </tr> <tr> <td>2022 (End of year)</td> <td>Year 6 - 80% At/Above</td> <td>Year 5 - 69% At/Above</td> <td>Year 4 - 65% At/Above</td> <td>Year 3 - 53% At/Above</td> </tr> </tbody> </table>		Well Below	Below	At	Above	Total	Y0	0%	0%	100%(5)	0%	(5)	Y1	0%	35%(6)	65%(11)	0%	(17)	Y2	0%	10%(2)	81%(17)	10%(2)	17%(21)	Y3	31%(4)	15%(2)	38%(5)	15%(2)	11%(13)	Y4	0%	36%(5)	36%(5)	29%(4)	12%(14)	Y5	8%(1)	23%(3)	69%(9)	0%	11%(13)	Y6	10%(1)	0%	70%(7)	20%(2)	8%(10)	Y7	0%	10%(2)	85%(17)	5%(1)	17%(20)	Y8	0%	25%(2)	50%(4)	25%(2)	7%(8)	<b>Total</b>	<b>5%(6)</b>	<b>18%(22)</b>	<b>66%(80)</b>	<b>11%(13)</b>	<b>(121)</b>		23%		77%			Year	Cohort 1	Cohort 2	Cohort 3	Cohort 4	2020 (End of year)	Year 4 - 36% At/Above	Year 3 - 37% At/Above	NA	NA	2021 (End of year)	Year 5 - 53% At/Above	Year 4 - 62% At/Above	NA	NA	<b>2022 (Mid-Year)</b>	Year 6 - 78% At/Above	Year 5 - 59% At/Above	Year 4 - 50% At/Above	Year 3 - 42% At/Above	2022 (End of year)	Year 6 - 80% At/Above	Year 5 - 69% At/Above	Year 4 - 65% At/Above	Year 3 - 53% At/Above
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Actions (What did we do?)	Outcomes (What happened?)	Reasons for Variance (Why did it happen?)
All teachers will continue to engage in WTE PLD through Unit Holder and COL initiatives.	<ul style="list-style-type: none"> <li>• Through the use of the COL AST, teachers continued to develop their knowledge of the WTE program and can clearly articulate their success and areas to work on.</li> <li>• The Marking sheet is now fully understood by staff and teachers can easily justify why they place students in an area.</li> <li>• Mark sheets are being adjusted for poetic writing.</li> <li>• Teachers' personal writing skills continue to develop this can be seen in day-to-day writing but also in their approach to school reports and letters to parents.</li> </ul>	After 5 years of PLD, staff says this is the best change they have made in their teaching practice. It has up skilled them personally which has naturally flowed on to students. The WTE has also been a catalyst/template for other improvements in the school. Understanding that changing together is powerful and that using the same common language and approach is key to succeeding as a school. WTE focuses on Transactional writing but has somewhat neglected the joy of creating poetic and creative writing. The teachers needed to address this so have started adjusting the mark sheets to accommodate this.

### Cohort tracking 2023

Year	Cohort 1	Cohort 2	Cohort 3	Cohort 4
2020 (End of year)	Year 4 - 36% At/Above	Year 3 - 37% At/Above	NA	NA
2021 (End of year)	Year 5 - 53% At/Above	Year 4 - 62% At/Above	NA	NA
2022 (Mid-Year)	Year 6 - 78% At/Above	Year 5 - 59% At/Above	Year 4 - 50% At/Above	Year 3 - 42% At/Above
2022 (End of year)	Year 6 - 80% At/Above	Year 5 - 69% At/Above	Year 4 - 65% At/Above	Year 3 - 53% At/Above
2023 (Mid-Year)	Year 7 - 67% At/Above	Year 6 - 91% At/Above	Year 5 - 91% At/Above	Year 4 - 46% At/Above
2023 (End of year)	Year 7 - 67% At/Above	Year 6 - 83% At/Above	Year 5 - 61% At/Above	Year 4 - 71% At/Above

- Cohort 4 has had an increase in achievement of 25%.
- Cohort 1 has stayed the same from Term 2
- Cohort 2 has had some decrease of 8%
- Cohort 3 has had a more significant drop of 30%

Teachers to target students' independent use of <b>Spelling and Punctuation</b> skills to achieve at their appropriate curriculum/WTE level.	<ul style="list-style-type: none"> <li>• See phonics focus.</li> </ul>	<ul style="list-style-type: none"> <li>• See phonics focus.</li> </ul>
Teachers to target <b>Crafting</b> and <b>Paragraphing</b> in accordance with the WTE scorecards.	<ul style="list-style-type: none"> <li>• Students have had increased exposure to paragraph styles and structures.</li> <li>• Even with this extra focus, results have not been easy to move</li> <li>• Staff identified key areas of paragraphing holding students back.</li> <li>• A 16% average increase in paragraph length shows the quality of paragraphs are improving but the students are being held back by the variety of paragraph styles they use.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff have identified the year jump from years 2 to 3 and 4 to 5 as problematic. The requirements for paragraphs change from can do to must do. This is difficult to achieve as the students can be inconsistent with this skill depending on the writing genre. They are generally very</li> </ul>

		good at this in a structured transactional writing piece but not so much in poetic.
All year 4-8 students use their WTE online tool as part of their programme.	<ul style="list-style-type: none"> <li>• All year 4- 8 students now have access to and use the WTE online tool.</li> <li>• Students use this tool to draft their work and are given instant feedback as they write. This has made a particularly positive improvement in speed and length of writing.</li> <li>• <b>10,353</b> times students sort feedback from Online Tool</li> <li>• <b>16,192</b> improvements made to writing</li> <li>• <b>74%</b> value added on average.</li> <li>• <b>12%</b> overall improvement to writing strength since 2022.</li> </ul>	<ul style="list-style-type: none"> <li>• Students become self-managing and determined to improve their own learning.</li> <li>• Improved engagement in writing.</li> <li>• Students get measurable feedback instantly instead of waiting for a teacher to mark it and hand it back several days later.</li> <li>• Students know their next steps.</li> </ul>

**WTE Online Tool - November Analysis**



Year 4-8 teachers will undergo PLD in the implementation of iDeal phonetical spelling programs. Including Ideal website resources	<ul style="list-style-type: none"> <li>• COL AST and LSC have done PLD with teachers and Teacher Aids.</li> <li>• Program up and running in all year 3-8 classes.</li> <li>• iDeal online subscription and resources purchased</li> <li>• Student pre and post-data collected.</li> <li>• See Reading/Phonics/Spelling for results.</li> </ul>	See Phonics results below
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Teachers will continue to moderate their assessments to make sure there is consistency in assessment judgements.	<ul style="list-style-type: none"> <li>Moderation undertaken with COL AST and between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>refined accuracy of formative and summative assessment</li> <li>Teachers would now like to do this across schools in the COL.</li> </ul>
Year 0-3 classroom will focus on a BSLA literacy approach to establish strong literacy foundation skills.	<ul style="list-style-type: none"> <li>Both junior classrooms now use BSLA as their literacy/writing foundation program</li> <li>Introduced the LLLL program as an additional resource.</li> <li>Students are now phonetically approaching literacy and have improved capability to decode independently.</li> </ul>	

**Whole school Data**

**Plus:**

- 85% of year 8 are At or Above.
- 83% of year 6 are At or Above.
- 81% of year 6 are At or Above.
- There are no Well Below in Years 0, 1, 6, 7 or 8

**Minus:**

- 34% of Year 2 and 3 students are below or well below. This has improved from 50% in the year 3 group since term 2.
- 39% of Year 5 students are below or well below.
- Boys are less likely to score well.
- 40% of Māori are Below or Well Below. This has improved from 50% in term 2.

**Interesting:**  
New students this year. Above/At = 54%, Below/Well Below = 46%

### Writing OTJ – Kōkopu School Term 4 2024

	Well Below	Below	At	Above	Total
Y0	0%	0%	100% (5)	0%	4% (5)
Y1	0%	18% (2)	55% (6)	27% (3)	9% (11)
Y2	5% (1)	29% (6)	67% (14)	0%	17% (21)
Y3	17% (3)	17% (3)	56% (10)	11% (2)	15% (18)
Y4	7% (1)	21% (3)	57% (8)	14% (2)	11% (14)
Y5	8% (1)	31% (4)	46% (6)	15% (2)	11% (13)
Y6	0%	17% (2)	75% (9)	8% (1)	10% (12)
Y7	0%	33% (3)	67% (6)	0%	7% (9)
Y8	0%	15% (3)	55% (11)	30% (6)	16% (20)
<b>Total</b>	<b>5% (6)</b>	<b>21% (26)</b>	<b>61% (75)</b>	<b>13% (16)</b>	<b>(123)</b>
	<b>26%</b>		<b>74%</b>		

### Evaluation – Next Steps

- Overall Writing has made significant improvement in the 4 years it has been a strategic and target.
- WTE is now a natural part of our school learning culture.
- It is no longer a strategic goal but how we do things.
- There has been a small drop back this year compared to last year's 77% At/Above to
- Next year we will look at our moderation again
- Having new poetic writing marking sheets next year will help OTJ accuracy
- Continued involvement with the COL AST will keep the writing momentum going.

Year T4	Well Below	Below	At	Above
2020	6%	32%	31%	31%
2021	8%	29%	56%	8%
2022	5%	18%	66%	11%
2023	5%	21%	61%	13%

goal  
72%.

## Reading/Phonics/Spelling

<b>Strategic Aims</b>	<b>Achieving Amazing, Inspiring Things Together - Developing our Inspiring Teachers.</b>																																																																																																
<b>Annual Aims</b>	<p>3) <b>Achieving amazing &amp; inspiring things together:</b> Continued improvement across the whole school in students' phonetical awareness, knowing their next steps and sharing this with home.</p> <p>4) <b>Developing our inspiring teachers:</b> All teachers use a phonics-based system for literacy. BSLA or IDEAL.</p>																																																																																																
<b>Target</b>	<p>Lift reading and phonetical literacy capabilities across the school</p> <ul style="list-style-type: none"> <li>85% of students are reading at or above for their age.</li> <li>Pre and post-data to be collected for phonetical spelling (iDeal)</li> </ul>																																																																																																
<b>Background Information &amp; Baseline Data</b>	<p><b>Reading</b></p> <p>Reading is a strength of our students leaving Kokopu School with 88% of our year 8 graduates reading at or above for their age. As we progress down the year groups the reading rates tend to decrease. The effects of COVID-19 were also apparent in 2022. Over the last 4 years we have seen steady accelerated improvement in overall achievement in reading from 57% in 2019 to 74% in 2022. In 2021 we engaged in the BSLA phonics-based reading program for our year 0-2 students. We are now seeing good success in the classroom but more needs to be done to understand the assessment and reporting so we have a clear picture. Seeing success in the year 0-2 area of the school has prompted our senior classrooms to also look into phonetical approaches. In 2022 our year 5-8 classrooms were introduced to the iDeal resource site. It showed good potential and worked well for a small group of target students. In 2023 we wish to target continued phonetical growth using BSLA and iDeal programs.</p> <p><b>Overall Reading Data T4 2022</b></p> <table border="1" data-bbox="327 775 1122 1209"> <thead> <tr> <th></th> <th>Well Below</th> <th>Below</th> <th>At</th> <th>Above</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Y0</td> <td>0%</td> <td>0%</td> <td>100% (5)</td> <td>0%</td> <td>4%(5)</td> </tr> <tr> <td>Y1</td> <td>0%</td> <td>59% (10)</td> <td>18% (3)</td> <td>24% (4)</td> <td>14%(17)</td> </tr> <tr> <td>Y2</td> <td>10% (2)</td> <td>33% (7)</td> <td>29% (6)</td> <td>29% (6)</td> <td>17%(21)</td> </tr> <tr> <td>Y3</td> <td>8% (1)</td> <td>15% (2)</td> <td>46% (6)</td> <td>31% (4)</td> <td>11%(13)</td> </tr> <tr> <td>Y4</td> <td>0%</td> <td>0%</td> <td>29% (4)</td> <td>71% (10)</td> <td>12%(14)</td> </tr> <tr> <td>Y5</td> <td>8% (1)</td> <td>31% (4)</td> <td>38% (5)</td> <td>23% (3)</td> <td>11%(13)</td> </tr> <tr> <td>Y6</td> <td>10% (1)</td> <td>10% (1)</td> <td>20% (2)</td> <td>60% (6)</td> <td>8%(10)</td> </tr> <tr> <td>Y7</td> <td>5% (1)</td> <td>5% (1)</td> <td>30% (6)</td> <td>60% (12)</td> <td>17%(20)</td> </tr> <tr> <td>Y8</td> <td>0%</td> <td>13% (1)</td> <td>25% (2)</td> <td>63% (5)</td> <td>7%(8)</td> </tr> <tr> <td><b>Total</b></td> <td><b>5% (6)</b></td> <td><b>21% (26)</b></td> <td><b>32% (39)</b></td> <td><b>42% (50)</b></td> <td><b>121</b></td> </tr> <tr> <td></td> <td colspan="2"><b>26%</b></td> <td colspan="2"><b>74%</b></td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="327 1246 987 1461"> <thead> <tr> <th>Year</th> <th>Well Below</th> <th>Below</th> <th>At</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>2020</td> <td>4%</td> <td>24%</td> <td>59%</td> <td>13%</td> </tr> <tr> <td>2021</td> <td>3%</td> <td>17%</td> <td>64%</td> <td>17%</td> </tr> <tr> <td>2022</td> <td>5%</td> <td>21%</td> <td>32%</td> <td>42%</td> </tr> </tbody> </table>						Well Below	Below	At	Above	Total	Y0	0%	0%	100% (5)	0%	4%(5)	Y1	0%	59% (10)	18% (3)	24% (4)	14%(17)	Y2	10% (2)	33% (7)	29% (6)	29% (6)	17%(21)	Y3	8% (1)	15% (2)	46% (6)	31% (4)	11%(13)	Y4	0%	0%	29% (4)	71% (10)	12%(14)	Y5	8% (1)	31% (4)	38% (5)	23% (3)	11%(13)	Y6	10% (1)	10% (1)	20% (2)	60% (6)	8%(10)	Y7	5% (1)	5% (1)	30% (6)	60% (12)	17%(20)	Y8	0%	13% (1)	25% (2)	63% (5)	7%(8)	<b>Total</b>	<b>5% (6)</b>	<b>21% (26)</b>	<b>32% (39)</b>	<b>42% (50)</b>	<b>121</b>		<b>26%</b>		<b>74%</b>			Year	Well Below	Below	At	Above	2020	4%	24%	59%	13%	2021	3%	17%	64%	17%	2022	5%	21%	32%	42%
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## Phonics/Spelling

Currently, we only gather spelling data using the Essential Lists. This is not sufficient to gain an understanding of phonetical understanding and we are planning to gather data using iDeal and BSLA to fill this gap.  
We will do pre-and post-assessments to capture this in 2023.

Actions (What did we do?)	Outcomes (What happened?)	Reasons for Variance (Why did it happen?)																																																																																																
<ul style="list-style-type: none"> <li>Year 0-3 teachers will continue with the BSLA program</li> <li>Additional BSLA/LLLL resources purchased</li> <li>Year 4-8 Teachers engaged in the iDeal program.</li> <li>iDeal resources purchased</li> </ul>	<ul style="list-style-type: none"> <li>All Year 1-2 teachers now have a fully functioning Phonics-based literacy program.</li> <li>They are now using both LLLL and BSLA</li> <li>Year 3-8 Students now have phonics-based literacy learning in their classes.</li> </ul>	<p>All teachers now understand that the old approach to spelling/reading was not catering for all learners. This understanding has led to whole school change and willingness to work together to come up with common practices across the school.</p>																																																																																																
<p>Target data was established after pretesting was completed in term 2.</p>	<p>iDeal Spelling Term 2 data</p> <table border="1" data-bbox="651 560 1301 815"> <thead> <tr> <th>Term 2</th> <th>Well Below</th> <th>Below</th> <th>At</th> <th>Above</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Y3</td> <td></td> <td>36% (5)</td> <td>50% (7)</td> <td>14% (2)</td> <td>14</td> </tr> <tr> <td>Y4</td> <td></td> <td>38% (5)</td> <td>46% (6)</td> <td>15% (2)</td> <td>13</td> </tr> <tr> <td>Y5</td> <td></td> <td>58% (7)</td> <td>42% (5)</td> <td></td> <td>12</td> </tr> <tr> <td>Y6</td> <td></td> <td>58% (7)</td> <td>42% (5)</td> <td></td> <td>12</td> </tr> <tr> <td>Y7</td> <td>78% (7)</td> <td>22% (2)</td> <td></td> <td></td> <td>9</td> </tr> <tr> <td>Y8</td> <td>24% (5)</td> <td>43% (9)</td> <td>33% (7)</td> <td></td> <td>21</td> </tr> <tr> <td>Totals</td> <td>14.8% 12</td> <td>43.2% 35</td> <td>37% 30</td> <td>4.9% 4</td> <td>81</td> </tr> </tbody> </table> <p>iDeal Spelling Term 4 Data</p> <table border="1" data-bbox="651 895 1317 1158"> <thead> <tr> <th>Term 4</th> <th>Well Below</th> <th>Below</th> <th>At</th> <th>Above</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Y3</td> <td>0%</td> <td>27% (4)</td> <td>33% (5)</td> <td>40% (6)</td> <td>(15)</td> </tr> <tr> <td>Y4</td> <td>0%</td> <td>29% (4)</td> <td>57% (8)</td> <td>14% (2)</td> <td>(14)</td> </tr> <tr> <td>Y5</td> <td>0%</td> <td>62% (8)</td> <td>38% (5)</td> <td>0%</td> <td>(13)</td> </tr> <tr> <td>Y6</td> <td>0%</td> <td>50% (6)</td> <td>50% (6)</td> <td>0%</td> <td>(12)</td> </tr> <tr> <td>Y7</td> <td>33% (3)</td> <td>67% (6)</td> <td>0%</td> <td>0%</td> <td>(9)</td> </tr> <tr> <td>Y8</td> <td>11% (2)</td> <td>32% (6)</td> <td>58% (11)</td> <td>0%</td> <td>(19)</td> </tr> <tr> <td>Totals</td> <td>6% (5)</td> <td>41% (34)</td> <td>43% (35)</td> <td>10% (8)</td> <td>(82)</td> </tr> </tbody> </table>	Term 2	Well Below	Below	At	Above	Total	Y3		36% (5)	50% (7)	14% (2)	14	Y4		38% (5)	46% (6)	15% (2)	13	Y5		58% (7)	42% (5)		12	Y6		58% (7)	42% (5)		12	Y7	78% (7)	22% (2)			9	Y8	24% (5)	43% (9)	33% (7)		21	Totals	14.8% 12	43.2% 35	37% 30	4.9% 4	81	Term 4	Well Below	Below	At	Above	Total	Y3	0%	27% (4)	33% (5)	40% (6)	(15)	Y4	0%	29% (4)	57% (8)	14% (2)	(14)	Y5	0%	62% (8)	38% (5)	0%	(13)	Y6	0%	50% (6)	50% (6)	0%	(12)	Y7	33% (3)	67% (6)	0%	0%	(9)	Y8	11% (2)	32% (6)	58% (11)	0%	(19)	Totals	6% (5)	41% (34)	43% (35)	10% (8)	(82)	<ul style="list-style-type: none"> <li>Since term 2, the last 6 months, there has been an <b>11.1% improvement</b> in spelling achievement. From 41.9% to 53% At or Above.</li> <li>We still have no year 7 students at their expected level</li> <li>71% of year 4 at At or Above</li> <li>73% of year 3 at At or Above</li> <li>It is interesting that the students who have had the most exposure to phonics are doing their best. Eg years 3-4. The students who have had the least Yr 7-8 are struggling.</li> <li>We predict that naturally, like writing, student learning will improve over time as they have more time in the programs.</li> <li>Now that we have reliable data, we can target students for 2024.</li> <li>2024 continues to have Phonics/Spelling as a target and strategic goal.</li> <li>The likely group will be those students who are in Below but would normally be At.</li> </ul>
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<p>The unit holder, LSC and AST provided teachers and support staff with PLD in the implementation of the iDeal phonetical spelling program. Including Ideal website resources.</p>	<ul style="list-style-type: none"> <li>Teacher aides had significant assistance through the Learning Support Coordinator. She helped set up programs and upskill each Teacher Aide.</li> </ul>	<ul style="list-style-type: none"> <li>The LSC was better placed to work with TAs as she had already been working with them on a regular basis.</li> </ul>																																																																																																
<p>Parents are informed about the program and home help resources are available.</p>	<ul style="list-style-type: none"> <li>This will be completed in 2024 as part of our new strategic plan.</li> </ul>	<ul style="list-style-type: none"> <li>We felt that teachers needed this year to cement the program and their own learning before creating support</li> </ul>																																																																																																

		materials for families. This way families get the best assistance.																																																																																																	
Assessment data collected through iDeal, BSLA and Etap	<ul style="list-style-type: none"> <li>iDeal data collection is completed and is now able to be analysed on our SMS.</li> <li>BSLA is still too difficult to manage effectively on the SMS and we have added this to next year's goal.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers have found the BSLA assessments difficult to administer and hard to analyse for trends beyond single students.</li> <li>We have decided that the LLLL resources may be a better fit. This is a major focus of our 2024 strategic goal.</li> </ul>																																																																																																	
Analyse assessment data and reported to staff, parents and BOT.	<ul style="list-style-type: none"> <li>Staff reviewed and made suggestions for next steps</li> <li>BOT reviewed and made suggestions for next steps</li> <li>Actions/next steps created in the 2024 Strategic plan.</li> </ul> <p><b>Delivering effective, consistent and evidence-based literacy learning across the school and home</b></p> <ul style="list-style-type: none"> <li><b>1.1</b> Develop consistent, evidence-based teaching and learning practices for structured literacy across the school, including the iDeal, Little Learners Love Literacy and BSLA programs.</li> <li><b>1.2</b> Strengthen assessment in structured literacy to improve learning outcomes and reporting to parents.</li> <li><b>1.3</b> Develop strong phonetic learners at school aided by whanau.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>																																																																																																	
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## Evaluation/Next steps

- In all, this year has been about discovering what the potential of different phonics programs are.
- Teachers have delved into each program and put them into effect in their classrooms.
- The feedback from staff, students and parents has been very positive.
- Our next steps are to take these programs we have tried and set some formal structures and systems around them so that we are all clear about the approach we take at Kokopu School.
- We need to investigate which two of the junior programs we will use as our main program. BSLA or LLLL
- Updating our assessment approach will continue in 2024 as we now know that iDeal can cater for the whole school.
- We will now develop resources and support for whanau so that they can assist at home too.



# Maths

<b>Strategic Aims</b>	<b>Achieving Amazing, Inspiring Things Together - Developing our Inspiring Teachers.</b>																																																																																														
<b>Annual Aims</b>	<p><b>Achieving amazing &amp; inspiring things together:</b>            Students will experience more success in mathematics, especially in basic facts, fractions, and problem-solving through strand.</p> <ul style="list-style-type: none"> <li>Students will have an increased understanding of fractions.</li> </ul> <p><b>Developing our inspiring teachers:</b>            With increased focus on strand, teachers will develop problem-solving and mathematic literacy skills, particularly in fractions.</p>																																																																																														
<b>Target</b>	<p><b>Fractions</b></p> <ol style="list-style-type: none"> <li>Establish accurate assessment and consistent expectations and programs across the school.</li> <li>Overall, lift fractions achievement across the school from 82% at and above to 85%+.</li> <li>Empower and involve parents in supporting their child's learning at home.</li> </ol>																																																																																														
<b>Background Information &amp; Baseline Data</b>	<p><b>Background and Baseline Data:</b>            Over the last 2 years, by looking at the data and teacher observation, students have had less than satisfactory understanding of fractions. The data shows that lifting fractions knowledge will lift overall student progress and success.</p> <p><b>Year 5-8</b>            Using the GloSS assessment, we can clearly see the disparity in achievement between the three strategy areas. There is a 17% difference in achievement between Add/Sub and Fractions and a 10% difference with Mult/Div Year 6 students achieve at 46% and Year 7 65% in comparison with the average of 73% overall. By lifting these two particular groups significant progress will be made towards the target</p> <table border="1" data-bbox="338 868 943 970"> <thead> <tr> <th colspan="4">Addition/Subtraction</th> </tr> <tr> <th>Well Below</th> <th>Below</th> <th>At</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>0%</td> <td>10%</td> <td>55%</td> <td>35%</td> </tr> </tbody> </table> <table border="1" data-bbox="338 1002 943 1104"> <thead> <tr> <th colspan="4">Multiplication/Division</th> </tr> <tr> <th>Well Below</th> <th>Below</th> <th>At</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>0%</td> <td>17%</td> <td>57.5%</td> <td>25.5%</td> </tr> </tbody> </table> <table border="1" data-bbox="338 1136 943 1238"> <thead> <tr> <th colspan="4">Ratios and Proportions (Fractions)</th> </tr> <tr> <th>Well Below</th> <th>Below</th> <th>At</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>1.5%</td> <td>25.5%</td> <td>51%</td> <td>22%</td> </tr> </tbody> </table> <table border="1" data-bbox="994 874 1912 1187"> <thead> <tr> <th colspan="6">Ratios and Proportions (Fractions) year break down</th> </tr> <tr> <th></th> <th>Well Below</th> <th>Below</th> <th>At</th> <th>Above</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td><b>Y3</b></td> <td></td> <td></td> <td></td> <td>100% (3)</td> <td>3</td> </tr> <tr> <td><b>Y4</b></td> <td></td> <td></td> <td>100% (1)</td> <td></td> <td>1</td> </tr> <tr> <td><b>Y5</b></td> <td></td> <td>15% (2)</td> <td>54% (7)</td> <td>31% (4)</td> <td>13</td> </tr> <tr> <td><b>Y6</b></td> <td></td> <td>54% (7)</td> <td>31% (4)</td> <td>15% (2)</td> <td>13</td> </tr> <tr> <td><b>Y7</b></td> <td>11% (1)</td> <td>33% (3)</td> <td>33% (3)</td> <td>22% (2)</td> <td>9</td> </tr> <tr> <td><b>Y8</b></td> <td></td> <td>15% (3)</td> <td>75% (15)</td> <td>10% (2)</td> <td>20</td> </tr> <tr> <td><b>Totals</b></td> <td><b>1.5% 1</b></td> <td><b>25.5% 15</b></td> <td><b>51% 30</b></td> <td><b>22% 13</b></td> <td><b>59</b></td> </tr> </tbody> </table>					Addition/Subtraction				Well Below	Below	At	Above	0%	10%	55%	35%	Multiplication/Division				Well Below	Below	At	Above	0%	17%	57.5%	25.5%	Ratios and Proportions (Fractions)				Well Below	Below	At	Above	1.5%	25.5%	51%	22%	Ratios and Proportions (Fractions) year break down							Well Below	Below	At	Above	Total	<b>Y3</b>				100% (3)	3	<b>Y4</b>			100% (1)		1	<b>Y5</b>		15% (2)	54% (7)	31% (4)	13	<b>Y6</b>		54% (7)	31% (4)	15% (2)	13	<b>Y7</b>	11% (1)	33% (3)	33% (3)	22% (2)	9	<b>Y8</b>		15% (3)	75% (15)	10% (2)	20	<b>Totals</b>	<b>1.5% 1</b>	<b>25.5% 15</b>	<b>51% 30</b>	<b>22% 13</b>	<b>59</b>
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<b>Y7</b>	11% (1)	33% (3)	33% (3)	22% (2)	9																																																																																										
<b>Y8</b>		15% (3)	75% (15)	10% (2)	20																																																																																										
<b>Totals</b>	<b>1.5% 1</b>	<b>25.5% 15</b>	<b>51% 30</b>	<b>22% 13</b>	<b>59</b>																																																																																										

## Year 1-4

Using the Jam assessment, we can see that there is less of a disparity in achievement for our juniors.

There is a small group of three year 3 students that fall in the below

Jam Fractions			
Well Below	Below	At	Above
0%	6%	42.5%	51.5%

Jam Overall			
Well Below	Below	At	Above
4%	2%	63%	31%

Jam overall year breakdown					
	Well Below	Below	At	Above	Total
<b>Y0</b>					
<b>Y1</b>			100% (5)		5
<b>Y2</b>			81% (13)	19% (3)	16
<b>Y3</b>		15% (3)	10% (2)	75% (15)	20
<b>Y4</b>			10% (1)	90% (9)	10
<b>Totals</b>	<b>0%</b>	<b>5.8% 3</b>	<b>42.3% 22</b>	<b>51.9% 27</b>	<b>52</b>

Actions (What did we do?)	Outcomes (What happened?)	Reasons for Variance (Why did it happen?)
PLD into the New NZ Maths curriculum	<ul style="list-style-type: none"> <li>Teachers now understand the new structure of the maths curriculum including Understand, Know, Do.</li> <li>Teachers have adapted their planning to suit the new curriculum</li> <li>Kokopu School curriculum folder updated</li> </ul>	<p>The new curriculum has a different structure that teachers needed to understand so that they can plan accordingly.</p> <p>Due to the minimal content change in the new curriculum teachers were able to adapt quickly.</p>
Analysis of current practice and assessment tools.	<ul style="list-style-type: none"> <li>Current planning methods and assessments were looked at and it was decided to continue these until more information and support materials became available for the new curriculum.</li> <li>New curriculum Maths Unit planning templates were obtained to assist with planning. These include Understand, Know Do</li> </ul>	<p>Unfortunately, no new resourcing was provided by MOE to support the new Maths curriculum so it was decided to wait for this before making any other changes to the classroom programs.</p>
Through assessment data, staff identified students who have less than satisfactory progress	<ul style="list-style-type: none"> <li>Students identified</li> <li>Pre-data was gathered and analysed.</li> <li>Post data gathered and analysed.</li> </ul>	<p>See the data sheet below for variance.</p>
Teachers to investigate a variety of fractions resources that link to the NZC and implement them in class.	<ul style="list-style-type: none"> <li>Staff sharing of programs and their effectiveness at staff meetings.</li> <li>Additional resources purchased including updated textbooks for year 7-8 and NUMICON sets throughout the junior rooms.</li> <li>Improved programs are up and running in classrooms.</li> </ul>	

See Data on the next page

## Year 5-8

Using the GloSS assessment, we can clearly see the disparity in achievement between the three strategy areas. There is a 17% difference in achievement between Add/Sub and Fractions and a 10% difference with Mult/Div. Year 6 students achieve at 46% and Year 7 65% in comparison with the average of 73% overall.

By lifting these two particular groups significant progress will be made towards the target

Term 4 2022 Ratios and Proportions (Fractions) year break down					
	Well Below	Below	At	Above	Total
Y3				100% (3)	3
Y4			100% (1)		1
Y5		15% (2)	54% (7)	31% (4)	13
Y6		54% (7)	31% (4)	15% (2)	13
Y7	11% (1)	33% (3)	33% (3)	22% (2)	9
Y8		15% (3)	75% (15)	10% (2)	20
<b>Totals</b>	<b>1.5% 1</b>	<b>25.5% 15</b>	<b>51% 30</b>	<b>22% 13</b>	<b>59</b>

### Plus:

- There has been an overall lift in achievement from 73% - 82% At/Above.
- Year 7 has moved from 55% to 100%. This is one of our Target groups
- Year 5 has moved from 85% to 91%
- There are no students in the school that are Well Below.

Term 4 2023 Ratios and Proportions (Fractions) year break down					
	Well Below	Below	At	Above	Total
Y3	0%	0%	78%(7)	22%(2)	12%(9)
Y4	0%	18%(2)	45%(5)	36%(4)	15%(11)
Y5	0%	15%(2)	69%(9)	15%(2)	18%(13)
Y6	0%	42%(5)	25%(3)	33%(4)	16%(12)
Y7	0%	0%	100%(9)	0%	12%(9)
Y8	0%	21%(4)	42%(8)	37%(7)	26%(19)
<b>Totals</b>	<b>0%</b>	<b>18%(13)</b>	<b>56%(41)</b>	<b>26%(19)</b>	<b>(73)</b>

### Minus:

- 42% of year 6 are below
- Girls tend to perform better than boys by about 10%. (Data no included)

## Year 1-4

Using the Jam assessment, we can see that there is less of a disparity in achievement for our juniors.

There is a small group of three year 3 students that fall in the below

Term 4 2022 Jam overall year breakdown					
	Well Below	Below	At	Above	Total
Y0					
Y1			100% (5)		5
Y2			81% (13)	19% (3)	16
Y3		15% (3)	10% (2)	75% (15)	20
Y4			10% (1)	90% (9)	10
<b>Totals</b>	<b>0%</b>	<b>5.8% 3</b>	<b>42.3% 22</b>	<b>51.9% 27</b>	<b>52</b>

### Plus:

- 82% of this group are At or Above.
- 100% of year 0/1 students are At or Above
- 67% of year 3's are Above
- There is only 1 student in the school that is Well Below.

Term 4 2023 Jam overall year breakdown					
	Well Below	Below	At	Above	Total
Y0	0%	0%	100%(5)	0%	(5)
Y1	0%	0%	64%(7)	36%(4)	(11)
Y2	0%	24%(5)	38%(8)	38%(8)	(21)
Y3	0%	22%(2)	11%(1)	67%(6)	(9)
Y4	25%(1)	25%(1)	50%(2)	0%	(4)
<b>Totals</b>	<b>2%(1)</b>	<b>16%(8)</b>	<b>46%(23)</b>	<b>36%(18)</b>	<b>(50)</b>

### Minus:

- There has been an overall drop in achievement from 94% to 82% At/Above
- Interesting**
- The year 4 students are our lower students as they would normally do the GloSS senior test.
  - The better Years three students also do the GloSS test.

## Evaluation – Where to next

- In all, Students as a whole have made pleasing progress (11%) over 2023 in fractions.
- Our overall At and Above for Maths is now 83% which can be attributed to the rise in fractions knowledge. These are the highest Maths results in the last 5 years.
- There are still a number of year 6 students who are not doing as well with fractions. There was improvement in this group but 54% of the group (7 students) are still Below. Their year 7 teacher next year will continue to focus on improving this.
- Next year we will not have a school-wide focus on maths but individual students will continue to have support.

