



Analysis of Variance

For year ending December 31st, 2016

Background:

In the plans and targets set out in Russell Street School's charter, the Board describes the school's priority learning issues and its expectations for improved student outcomes. The core business of the school is to raise student achievement, but the board has set goals and priorities, which in turn affect the culture of learning.

This 'analysis of variance' describes for the Russell Street School community how the school has gone about addressing priorities and shows how successful approaches have been.

This 'analysis' is based on and summarised from Achievement and Curriculum reports completed in the year 2016.

Achievement Targets/Variance:

Literacy: Reading

- (1) For all students identified as being 'below' or 'well below' standard after 12 months in 2015, reaching or exceeding the next required standard, after 24 months at school.

Pertaining to Board stated strategic goal: Equip students with 'future' skills and attitudes. (1. B, C, D, H)

This goal only partially achieved, with two of the six students making accelerated progress and lifting from 'below standard' to 'at standard'. Two of the remaining four students made the equivalent of a year's progress, with two students making less than a year's progress. All six children had additional interventions or focused teaching approaches and were monitored closely. Three were on reading recovery and a further one will be at the start of 2017. One of these students was discontinued from reading recovery after the full intervention and not sufficient progress. There are further support programmes in place for 2017 for three of these students.

Writing:

- (2) All Year 1 students previously 'below' or 'well below' standard (in 2015), achieving 'at' or 'above' the appropriate national standard for writing, relative to their time at school or year level (by the end of 2016).
- (3) All students, at all ages, at least maintaining their achievement level from 2015.

Goal 2 almost entirely met with five of the six students moving from 'below' standard to 'at'. Three of these students received reading recovery. All five were the focus of class interventions and/or received direct writing support from Teacher Aides.

Goal 3 almost entirely met with a similar profile in 2016 as in 2015. The drop overall is largely reflected by new students arriving throughout the year. There has been a small movement between each of the bands. The 'well below' category now has 14 students, compared with 6 previously. 6 of these are new and have special needs or are ESoL. None of 2015s group has moved from 'below' to 'at'. Of the students in 2015, 20/33 moved from 'below' to 'at', or 'at' to 'above'. However there were 16 students that moved down from 'above' to 'at'. Maori data was similar from 2015 to 2016 despite a number of first-time enrolments at Russell Street. 5/10 are new.

Writing will almost certainly be a national standards priority in future years if this trend continues. We have further inquiry to undertake.



Pertaining to Board stated strategic goal: Equip students with 'future' skills and attitudes. (1. B, C, D, H)

Maths:

- (4) *All students identified as 'below' standard in 2015 making accelerated progress and meeting or exceeding the relevant standard in 2016.*
- (5) *A 10% appreciative shift of students, across the school, from 'at' standard to 'above' standard.*

Pertaining to Board stated strategic goal: Equip students with 'future' skills and attitudes. (1. B, C, D, H)

Goal 4 was not achieved, with only 4/18 students shifting from 'below' to 'at' standard. Not all children in inquiry target groups made sufficient progress to be evaluated as having made 'accelerated' progress, even though their progress was greater than in the previous year. Only seven of these children remain at school at the time of writing, though this 'below' group has been added to in the last 12 months. We need to further explore what is required for these children to achieve success in maths. There are further interventions planned for 2017, and there is a strong connect with one of the community of learning streams of work.

Goal 5 was not achieved with the data profile of the school distinctly similar. Note –there were 82 new enrolments last year.

Signed: Dated:

**DAVID REARDON
PRINCIPAL**

**Summary/Analysis of
Other Significant School Development areas:**

STRATEGIC GOAL/FOCUS:	TASKS (AS PER ANNUAL PLAN)	EVALUATION
<p><u>To provide a high quality, future focused education that promotes excellence.</u></p>	Achievement Targets/ Achievements	<p>Compared both with national data and that of the community of learning, there are high levels of achievement. Despite this, our profile of achievement dropped slightly in both reading and writing. This mostly reflects new enrolments. Writing achievement has dropped 3.5%. Slight lift in maths achievement for some students that were below, but this group has now grown. Girls generally outperform boys but especially in writing. Maori achievement remains much higher than national averages. Extensive individual and team sporting success in 2016.</p>
	Assessment/National Standards/Reporting to Parents	<p>Very high levels of attendance at Student Led Conferences and indeed communication through informal methods (email, 1-1 chats in particular). We are preparing for a trial of a strengthened conference approach with two classes, in 2017. Report forms will be modified, keeping the best of what we have and adding some further features.</p>
	Attendance	<p>Attendance surveys completed by the Ministry of Education and sent out to all schools shows that our attendance is much higher than similar, high-decile schools. There are effective approaches to monitoring and following-up inattendance. Despite this, there remains a small group of children for which we have concern.</p>
	Charter	<p>Much of 2016 was about completing work in our former charter and strategic plan, while also taking time to consider the mid to long term direction of the school (and development of new strategic plan). By year end, we have carried out significant consultation, review, investigation and future thinking. Term one of 2017 will focus on completing this process.</p>
	elearning/library (hub)	<p>BYOD well ingrained. Seesaw well utilised for junior portfolios and as a result of a successful trial, we will roll this out across the school. Audio/media equipment in hall upgraded. Are we losing some of the creative use of technology? Code Club extended. Review of youtube/pinterest completed. Wireless SNUP upgrade. Library/hub renamed as 'Jean Wilkinson Library Hub.'</p>
	Special Needs	<p>Special Needs register revamped. Introduction of new programmes including: toe to toe and PMP (perceptual motor programme). Extensive engagement with outside sectors and training provided to support educators/leaders. ORS students use up almost all of our SEG (Special Education Grant) now.</p>
	Board of Trustees	<p>Election resulted in two new trustees being elected and three returning. A very healthy fifteen nominations. Training undertaken and courses/seminars attended, especially by Board Chair. Two attended STA national conference. Portfolios allocated. Enrolment Scheme –no change at review. A range of reports, presentations and workshops in 2016.</p>

	Other:	<p>Community of Learning launched and two RSS staff appointed to positions of across school leaders.</p> <p>Key Competency Report completed from end of year reports. Very successful camp for year 5/6. CLICK (before school programme engaging parents with children) investigated and trialled with success.</p>
<u>Attract, retain and develop a high performing staff.</u>	<p>Professional Learning</p> <p>Appointments</p> <p>Other</p>	<p>Further PLD review carried out, showing model of learning highly effective.</p> <p>Full school development focused on lifting achievement in maths and further developing the maths curriculum.</p> <p>Innovation Fund ended and final milestone report provided- useful reflections on what was learnt and what can be used carrying forward.</p> <p>Extended (in-school) leadership programme to include 1-1 mentoring sessions with consultant, Carol Lynch.</p> <p>Two cycles of Jugyou Kenkyuu, collaborative form of inquiry, completed, including Teacher Aides. Swimming instruction provided by Swimming NZ.</p> <p>One new teaching staff appointed at end of year, following launch of Community of Learning. High numbers (and quality) of applicants. Nic Mason identified as fixed term Team Leader again for 2017/18, and also Ebony Maaka. Additional Teacher Aide employed from external funds.</p> <p>Principal on 'Area Allocation Panel' for determining which schools get centrally funded PLD. Also invited to attend National Cross-Sector Ministerial Forums. Four interns joined us from the USA for eight weeks.</p>
<u>Maintain a positive, optimistic and safe school culture.</u>	<p>Relationships –home and school.</p> <p>Student Engagement</p> <p>Other</p>	<p>One maths evening held with good turnout. Low level of hazards identified in 2016. Out of School Care Programme continues on site. Strong leadership of Supporters' Club. Community consulted on reporting and charter development. Swimming pool made available to families during out of school hours. Community Newsletter sent out each term.</p> <p>Surveys revised as part of Innovation Fund and completed again at this level. These show a high level of student engagement in learning and identify areas for future improvement or growth.</p> <p>Cool Schools Mediation to become a full-school training need for 2017. Vulnerable Childrens Act enacted.</p>

<p><u>To seek opportunities for strategic partnerships</u></p>	<p>Networking</p>	<p>Community of Learning approved by the Minister and staffing released to support it. RSS has two 'across school leaders' and two 'within school leaders', as well as a small amount of inquiry time to support the programme. Achievement challenges are in writing, maths and science. Return sports exchange with Douglas Park, enjoyed by all. Over 30 visiting educator groups to RSS. Continued partnership with Soundworks for music tuition. Staff led/hosted an unconference for region (educamp). Two staff presented at national conference –uLearn16.</p>
--	-------------------	--

<p><u>To acknowledge the Treaty of Waitangi and Tangata Whenua.</u></p>	<p>Programmes</p> <p>People/Staffing</p>	<p>Second year of Poutokomanawa –further positive growth. Kapa haka very strong and attended Pae Tamariki for eleventh year running. Matariki celebrated with very enjoyable shared hangi/concert. Maori Language programme across classes implemented with success. Use of radio station to promote te reo successfully launched.</p> <p>Three teachers lead kapa haka with support from whanau. Senior students lead a junior kapa haka. Whaea Meta continues as part of support team. Board representative with portfolio continuing on.</p>
<p><u>To develop grounds and property that supports high quality learning and a positive school culture.</u></p>	<p>Ten Year Property Plan And Implementation of Property Projects</p>	<p>5YA and 10YPP signed off. Fencing/gates agreed to by MOE and started in term four. Scooter Park, an educational facility that blends play with learning about road safety, completed and opened. Blessed and launched by Shane Ruwhiu (Rangitane). Asset Register updated. Another beautiful, student led, outdoor mural, reflecting our school pepeha, completed and officially unveiled. School Beautification Day held in autumn –well attended and many jobs completed! Parking discussed with Palm Nth City Council –looking forward to enhancements soon. Full health and safety review undertaken. Two shade sails installed.</p>
<p><u>To develop positive values and a strong sense of personal responsibility</u></p>	<p>Student Led Conferences</p> <p>Other</p>	<p>Well established and very well attended.</p> <p>Explicit identification of focus goals for each term. Behaviour Management procedures enacted. Positive values celebrated.</p>