



Bright River School: Analysis of Variance 2003

The Analysis of Variance for 2003 reported mostly on achievement of targets relating to factors which lead to improved learning outcomes ie staffing and provision of programmes.

Two Analysis of Variance Reports

This example shows how, over a two year period, a school reported on its strategic goals to resource and develop learning programmes to improve achievement for groups of students identified by the school and with reference to National Administration Guideline 1. It is recognised that this example is from a large primary school which is able to allocate staff and resources to a range of targets. Smaller schools would need to limit and focus their targets, however it is included to show how different types of targets can be used as well as how setting, evaluating and reporting on targets from one year can inform the next year's planning.

Target Groups

Charter/Strategic Goals:

Develop and resource programmes for children who have special needs or are not achieving or are at risk of not achieving (National Administration Guideline 1).
Develop and resource programmes for children with English as a second language.
In consultation with parents/whanau of Maori students, develop and resource programmes to meet their educational needs (National Administration Guideline 1).
Develop and resource programmes that address the needs of children with special abilities (National Administration Guideline 1).

2003 Annual Plan Objectives:

Identify and provide programmes of literacy and numeracy support for target groups of students.
Make appropriate provision of staffing for programmes to address needs of target groups.

Historical Position:

Programmes of support in Literacy and Numeracy for identified children have been in place for some years. These programmes have been taught by part time staff paid for by the Board of Trustees. School review has identified the following as Target Groups:

- Children from NESB backgrounds.
- Those achieving significantly below expected performance target levels.
- Students with identified special learning and / or behaviour needs.
- Maori and Pacific Island Students achieving below expected performance target levels.

To date tracking of these students has been on an individual basis through Individual and Group Educational plans. No aggregated data has been collected and analysed. This is planned for the 2004 year.

The following analysis of variance will therefore focus on Targets for staffing and programmes. In the 2004 school year it is planned that base line achievement data from the identified target groups will be collected to form the basis for performance targets and to inform further planning.

In 2004 a key objective was to collate and analyse achievement data.

2003 Targets	Inputs and outputs achieved	Commentary	Achievement data where available
Senior Teacher to be appointed to oversee programmes and further develop systems of identification, referral and programme provision for target groups.	Appointment made in Term 3. Updates of all General Education Plans and Individual Education Plans completed in Term 4. 0.6 FTTE allocated to implement programmes for identified Gifted and Talented children.	15 IEPs updated in Term 4. 17 other identified children being monitored – achievement data collated and assistance provided to classroom teacher. A register has been set up to track achievement of identified children receiving both learning support and GATE programmes. More comprehensive achievement data will be available for 2004.	
Continuation of learning support programmes for Target groups,(children achieving significantly below age norms)	During Term 4, 20 identified children received small groups and individual teaching at least 3x a week in Literacy and Maths. 24 Year 4 – 8 children received short term assistance targeted at specific learning goals.	9 children received Reading Recovery in 2003 (average time on programme 23 weeks). (A new Reading Recovery teacher is being trained in 2004.)	Reading Recovery: Average entry level = L2. Average level at discontinuation = L16
ESOL programme run 4 days/week on a small group basis	Allocation of 0.7 FTTE and 9 hours/week Teacher aide time 27 children received ESOL support.	In 2004 the Teacher responsible for ESOL programmes to enter the Graduate Diploma of TESSOL (Auckland College of Education).	Average progress of Year 5 – 8 students in Terms 3 and 4 = 13 points. (This is below Target of Average of 10 points/Term.)

Bright River School: Analysis of Variance 2004

The Analysis of Variance for 2004 reports against measurable achievement targets developed from an analysis of results for these groups during 2004, as well as targets relating to the provision of programmes.

Target Groups

Charter/Strategic Goals:

Develop and resource programmes for children who have special needs or are not achieving or are at risk of not achieving (National Administration Guideline 1).

Develop and resource programmes for children with English as a second language.

In consultation with parents/whanau of Maori students, develop and resource programmes to meet their educational needs (National Administration Guideline 1).

Develop and resource programmes that address the needs of children with special abilities (National Administration Guideline 1).

2004 Annual Plan Objectives:

- Continuation of Learning Support Programmes.
- Implementation of Gifted & Talented Scheme.
- Collect and aggregate achievement data for Target Groups to set targets and track target group achievement.
- Tracking Progress of ESOL Students.
- Continuation of individual monitoring of Maori students and contact with parents.
- Ongoing liaison with Ngati Whatua.

Historical Position:

The Target Groups have been identified as:

- Children from NESB backgrounds (ESOL).
- Those achieving significantly below expected performance target levels.
- Students with identified special learning and / or behaviour needs.
- Children identified as Gifted and Talented.
- Maori and Pacific Island Students achieving below expected performance target levels.

Until 2004 tracking of these students was on an individual basis through Individual and Group Educational plans. No aggregated data had been collected and analysed. During 2004 Systems to collect aggregated data on these groups of students were developed. From this data achievement targets to evaluate 2004 programmes were developed and have been adopted for 2005.

The following analysis of variance compares:

- Achievement against the targets developed during 2004.
- Achievement data available in 2003 (where available).
- In the case of Gifted and Talented programmes also compares some programme provision targets against actual programmes delivered as part of evaluating the programme against key quality indicators.

Targets	Outcomes	Analysis	Evaluation
<p>Learning Support Needs</p> <p>1. Year 1 – 4 Reading: Students who receive small group support for a minimum of 3 terms should progress 1 – 2 years reading age with 90% comprehension.</p> <p>2. Reading Recovery: Children in the programme for 20 weeks (100 lessons) should progress to exit at RR Level 17.</p> <p>3. Year 4 – 8 students who receive a minimum of 3 terms small group learning support should progress 1 curriculum level in the targeted learning area.</p>	<p>Target Achieved Average gain in Reading age was 2+ years with 90% comprehension.</p> <p>Target not Achieved Average entry level = L2, exit level = L15.</p> <p>Target not Achieved Y5 Literacy group improved from Level 1A/2B to 2P Y6 improved from Level 2A to 3B Y7/8 improved from Level 2B to 2A</p>	<p>24 Children in Years 1 – 3 used the 'Rainbow Reading' programme in a small group withdrawal programme. Use of 0.2 of SEN support time available.</p> <p>Comparison with 2003: Average time in programme 2003 = 23 weeks 2004 = 26 weeks Discontinuation level 2003 = L 16 2004 = L 15</p> <p>All groups made progress within the level they were working at or moved from the Advanced stage of one level to the Basic level of the next.</p>	<p>Rainbow Reading has proved to be an effective programme and will be continued in 2005. Training in its use is important.</p> <p>A new Reading Recovery Teacher was trained in 2004. Considering she was new to the job and was also responsible for a Year 2 class when not doing RR this is a satisfactory result. Target was nearly reached, will be retained for 2005.</p> <p>Compared with their previous progress children receiving this support improved progress which affirms the effectiveness of the programme. Target will be retained for 2005 and amount of time allocated will be reviewed.</p>
<p>Behaviour Support Needs</p> <p>1. Students on Individual or Group Behaviour Plans should meet their behaviour goals & transition off their plan over the course of 3 terms.</p>	<p>Target Achieved 3 children on Behaviour plans met goals. 1 child has transitioned to an IEP within the three term target for behaviour.</p>	<p>All children have achieved the high level of behaviour improvement outlined on their behaviour plan.</p>	<p>Formal behaviour plans were implemented for the first time in 2004 (distinct from short term behaviour contracts). Continuation in 2005.</p>

<p>Gifted and Talented Students Input Targets (Programme Quality Indicators)</p> <p>1. Programmes should be tailored to meet individually identified needs.</p> <p>2. Programmes should focus on developing higher levels of thinking taxonomies and extend students to achieve at higher levels of the curriculum than norms for their peer group ie should be qualitative rather than quantitative.</p> <p>Outcome Targets</p> <p>1. Achievement should reflect progress in higher levels of thinking taxonomies.</p> <p>2. Children should progress to achieve at advanced curriculum levels</p>	<p>Input Targets Achieved</p> <p>Programmes were delivered in small groups formed around identified strength and interest areas.</p> <p>Integrated studies lessons aimed to extend the class topics using thinking frameworks to access greater depth and complexity.</p> <p>Target 1 Partially Achieved</p> <p>The majority of chn were able to successfully apply higher levels of Bloom's Taxonomy, DeBono Thinking Hats and Visual Organisers in Integrated Studies.</p> <p>Target 2 Achieved</p> <p>Year 3 children advanced in inference skills to Level 2A measured by PROBE & 'KEY into Inference'.</p> <p>Year 4 Numeracy Group completed Global Stage 6 in the Numeracy Project.</p> <p>Year 5 Literature Group achieved at Level 3A (asTTle end of year testing).</p>	<p>Children were identified using a range of methods including teacher identification, parent referral and outside nomination. There were 80 children catered for within the programme. Each programme ran for between 45 minutes, 1½ hours weekly. All programmes ran for six weeks of a term.</p> <p>Levels of Blooms Taxonomy applied were 'Synthesis' and 'Evaluation'</p> <p>Thinking Hats – 'Evaluation' and 'Design'.</p> <p>Children in the programme achieved at a Curriculum Level 1 – 2 years in advance of their class level.</p> <p>GLOS Stage 6 = National Curriculum Level 3 i.e. achieving 2 years in advance of norms.</p> <p>Level 3A at Year 5 = 1 year in advance of norms.</p>	<p>During 2004 a policy and procedures for identifying and designing programmes for GATE students were written and approved by staff and Board of Trustees.</p> <p>A decision was made to structure the programme in 2005 using a "1 Day School" model intended to draw on the range of expertise on the staff to deliver programmes to meet specific needs and interests of the children.</p> <p>In 2004 the programme was under development, complexity of individualisation and depth of content made both measurement of specific targets and 'benchmarking' problematic. Assessment processes in 2005 will aim to address this.</p> <p>Acceleration aspects of the programme (Target 2) will receive more attention in 2005 as we think some students are capable of more.</p>
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<p>ESOL Students</p> <p>Average progress of all students should be 40 points (MOE assessment) in 1 year.</p>	<p>Target not Achieved</p> <p>Average progress: Year 1-3 = 13 pts Year 4-8 = 11 pts</p>	<p>This target was set based on the Ministry of Education funding timeframe and the points needed to meet this, and seems unattainable with this level of funding.</p> <p>6 of the 7 Year 4 – 8 ESOL students were also identified as having other learning or behaviour needs and were on IEPs or behavioral and learning support input and monitoring.</p>	<p>Resourcing will be maintained as well as school support for ongoing training for the ESOL teacher.</p> <p>The programme for Year 1-3 was a writing and Rainbow Reading based one. In 2005 these children will access specific ESOL programmes based around oral language as well as reading and writing.</p> <p>Revisiting and consolidating planning and teaching strategies for classroom teachers catering for ESOL pupils will be investigated in order to meet target in future.</p>
<p>Maori & Pacific Island Students</p> <p>(achieving below expectations)</p> <ol style="list-style-type: none"> 1. These children will be identified using the school's standard assessment systems as well as through consultation with parents and teachers. 2. Appropriate programmes will be provided. 3. There will be evidence of improved progress for children participating in learning support. 	<p>Target Achieved</p> <p>Two Pacific Island students were identified and received Learning Support for the duration of four terms. Achievement showed progression for L1B English to L1A by the end of the year. With progression of 1 year R.A. in rainbow reading.</p>	<p>All other Maori and Pacific Island children were assessed at levels appropriate for their age and class level.</p> <p>Some students were identified as having talents in music and speaking.</p>	<p>This target reflects our goals for inclusive learning and will be ongoing for 2005. Registers of Maori & Pasifika students will be maintained to facilitate monitoring of these groups.</p> <p>Resourcing for those achieving below expectations will be through learning support and for those with identified talents, enrichment and extension programmes.</p>

Bright River School: Targets for 2005

Targets for 2005

These achievement targets for 2005 are largely the same as those developed for 2004.

Targets for Maori and Pacific island students achieving below expectations specify identification processes and provision of programmes, as well as a broadly stated achievement target. This addresses the requirements of National Administration Guideline 1 and reflects the small number of Maori and Pacific Island students in this school.

Targets for 2005

Learning Support Needs

1. Year 1 – 4 Reading: Students who receive small group support for a minimum of 3 terms should progress 1 – 2 years reading age with 90% comprehension.
2. Reading Recovery: Children in the programme for 20 weeks (100 lessons) should progress to exit at RR Level 17.
3. Year 4 – 8 students who receive a minimum of 3 terms small group learning support should progress 1 curriculum level in the targeted learning area.

Behaviour Support Needs

1. Students on Individual or Group Behaviour Plans should meet their behaviour goals & transition off their plan over the course of 3 terms.

Gifted and Talented

1. Achievement should reflect progress in higher levels of thinking taxonomies, and/or
2. Children should progress to achieve at advanced curriculum levels.

ESOL Students

1. Average progress of all students should be 40 points (Ministry of Education assessment) in 1 year.

Maori & Pacific Is Students (achieving below expectations)

1. These children will be identified using the school's standard assessment systems as well as through consultation with parents and teachers. Registers of Maori & Pacific Island students will be maintained to facilitate monitoring of these groups.
2. Appropriate programmes will be provided through Learning Support.
3. There will be evidence of improved progress for children participating in learning support programmes.