



NELSON CENTRAL SCHOOL 2021 ANALYSIS OF VARIANCE

MoE ID: 3209



From the Board

Ngā mihi nui ki a koutou katoa,

Te Kura o Pokapū o Whakatū (Nelson Central School) has Strategic and Annual plans which are regularly reviewed by the Board and Staff. These plans capture our aspirations for our kura and tamariki, above and beyond our education-as-usual mahi.

The Strategic Plan sets out our objectives over three years, and the Annual Plan details the focus areas in a particular year. 2021 was the third year of our three-year (2019-2021) strategic plan. The Board, through Principal's reports and hui, focuses on achievement of strategic goals, and our annual plan and objectives.

2021 continued many of the challenges brought to light in the Covid 19 pandemic, both for our global village - and for our school community. While the year started with minimal disruption as we enjoyed relative sanctuary from the virus, the further COVID-19 lockdown in August forced us again to consider how best to look after each other and to stay connected, stay well and stay learning. The board is extremely proud of our school whānau, staff and management for our collective response to this challenge.

The board continued its focus on strengthening our community partnerships, believing these to be the oxygen necessary for our tamariki to flourish. Strengthening these further will be a focus in 2022.

On behalf of the board, I thank Pip Wells, John O'Regan and their outstanding leadership team. Thanks also to our kaiako, administrators, and support staff for the dedication and heart you bring to the task of nurturing and inspiring the next generation of New Zealanders. Thank you to the board of trustees for sacrificing time and effort to enhance our kaupapa. Thank you to whānau for partnering with us in your tamariki's education.

To those tamariki who left us in 2021 - Whāia te iti kahurangi ki te tūohu koe me he maunga teitei. (*Seek the treasure you value most dearly: if you bow your head, let it be to a lofty mountain*).

To those tamariki and mokopuna who remain with us into 2022 - we look forward to continuing to nurture and inspire you, to seeing you flourish in your learning and in the world.



Damian Velluppillai

Presiding Member - Nelson Central School Board Of Trustees



2021 achievement data and analysis of variance

Overview

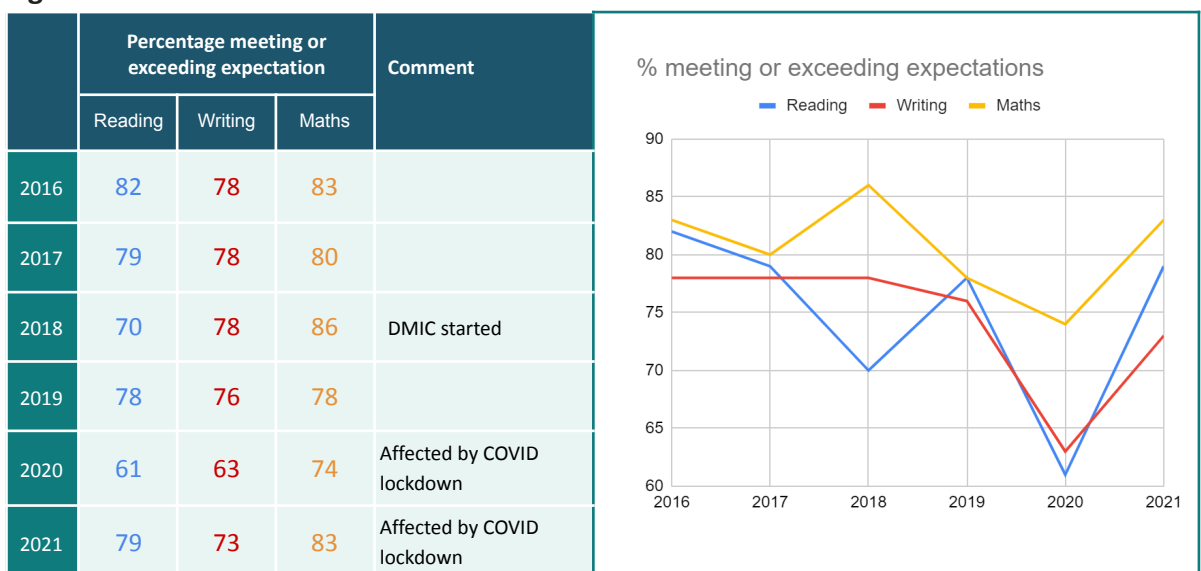
In 2020 we changed our reporting cycle from terms two and four, to terms one and three. We hoped that over time this would support the cycle of review and forward planning more effectively.

The beginning of 2021 was unsettled with changes of Covid response levels throughout the country. Analysis of the first point data gathered about week 6 of term one demonstrated clearly early that teachers had significant difficulty accurately predicting expected progress at mid-year, without a strong knowledge of their tamariki and their capacity over time.

Unprecedented low levels of achievement were determined as teachers erred heavily on the side of caution during the gathering of mid point data, but these judgements were more accurate at the second data point at the end of term 3, as a result of significant work focussing on moderation and the use of the Pact tool.

The Board funded a literacy leader to be released to run additional small group instructional reading groups throughout the year to support those identified as most at risk. This had a significant impact on the progress of identified target learners. Further interventions included structured literacy professional learning and trial groups, support from the Nelson Resource Teacher of Literacy, and teacher professional learning, in reading and writing.

Figure 1: Overview of whole-school data 2016 to 2021





Reading

Table 1: Reading data across school 2019 to mid-2021

	Numbers of tamariki			
	End of 2019	Mid-2020	End of 2020	Mid-2021
Exceeding expectation	68 (53)	65	67	42
Meeting expectation	280 (215)	256	189	207
Working towards expectation	81 (57)	79	104	105
Requiring extra support	28 (8)	13	62 (note below comments regarding Year 1 tamariki)	23
Total at or above	348 out of 457 (268 out of 333)	321 out of 413	256 out of 422	249 out of 377
% at or above	76% (80%)	77%	60%	66%

(---) Parentheses/italics denotes numbers/percentages of tamariki who started their schooling at NCS

Analysis - reading data across school 2019 to mid-2021

The previous year we more accurately identified Year One tamariki needing support in our data. This year we noted our Year One cohort was still being misrepresented by including our Year Zero tamariki. This data does not include these tamariki. By making adjustments to our scale we have included an emergent level to help identify tamariki who after one year have made no progress or have not made the expected progress and will be requiring extra support. This accounts for the high number of Year One tamariki requiring support, with no Year One tamariki working towards expectations. 5 of the 12 Year One tamariki requiring support have high social and emotional needs.

- Over 80% of year 6 tamariki are working at or above.
- On average the number of tamariki meeting or exceeding expectations is over 79%. This has increased from 66% in 2020.
- At the end of 2020 39.4% of tamariki were working towards or requiring extra support compared to 20% at the end of 2021.
- The increased percentages of tamariki meeting or exceeding expectations is believed to be the result of the range of interventions put in place.



Table 2: 2021 reading data

	Whole school		English Medium (313)		Māori medium (74)	
	Number	Percentage	Number	Percentage	Numbers	Percentage
Exceeding expectation	85	22%	72	23%	12	16.2%
Meeting expectation	222	57%	180	57.5%	44	59.5%
Working towards expectation	51	13%	37	11.8%	12	16%
Requiring extra support	30	8%	24	7.7%	6	8%
Total at or above	387	79%	313	80.5%	74	76%

Analysis - 2021 reading data

- 25% of the end of year 2 and 3 girls are working towards or requiring support.
- No year 4 or 6 girls require support
- Over 30% of year 6 boys require support or are working towards expectation
- 5 out of 6 tamariki in Māori medium requiring support are year 1 and 2.

Table 3: 2021 reading data by year group

Year group	% meeting or exceeding expectations
Year 1	78%
Year 2	78%
Year 3	76%
Year 4	85.5%
Year 5	74%
Year 6	82.5%



Table 4: 2021 reading data by ethnicity

Ethnicity (num. tamariki)	Māori (60)	Pacifica (7)	Asian (49)	MELAA (9)	European/ Pakeha (256)	Other (7)
Exceeding expectation	8 13%	1 14%	11 22.4%	2 22%	63 24.6%	
Meeting expectation	29 48 %	4 57%	27 55%	5 55%	149 58%	7 100%
Working towards expectation	14 23%	2 28.5%	6 12%	1 11.11%	29 11.3%	
Requiring extra support	9 15%	0 0%	5 10%	1 11.11%	15 5.8%	
Total at or above	37	5	38	7	212	7
% at or above	62%	71%	77.5%	78%	83%	100%

Analysis - 2021 reading data by ethnicity

- 62 % of Māori tamariki are meeting expectations or exceeding expectations.
- 83% of European/pakeha tamariki are meeting expectations or exceeding expectations
- Low numbers tend to misrepresent picture of different ethnicities
- A large number of these tamariki have English as a second language, and are receiving extra support. Can these tamariki be assessed under the ELLP progressions.

What has worked

Literacy Support Teacher

Phonics programme in Kowhai, coupled with the use of decodable texts throughout the school.

Māori Medium kaiako PLD in structured literacy.

Support from the Nelson Resource Teacher for literacy has provided further support.

We continue to recognise significant numbers of tamariki with limited oral language, and impulse control at school entry , and have explored transition to school, oral language development and providing explicitly scaffolded behavioural teaching via the nurture programme to address some of these needs.

Identified needs requiring further attention

Culturally responsive practice has been a significant and ongoing focus. Catering for students demonstrating dyslexic tendencies has been a focus for more teachers and a group of teacher aides this year. Ongoing PLD will be a focus for both across the school for 2022.

Recommendations include:

- continuing resourcing of additional literacy supports and reading recovery
- an ongoing focus on oral language development and phonics knowledge in the early



years

- looking at strategies to incorporate decodable texts in phonics lessons.
- ongoing teacher professional learning as noted.



Writing

In 2021, 72% of tamariki across the school were either Exceeding or Meeting the curriculum expectations in writing, in comparison to 64% the previous year.

Table 5: 2021 writing data

	Whole school		English medium		Māori medium	
	2020	2021	2020	2021	2020	2021
Exceeding expectation	31 8%	44 11%	24 7%	41 13%	7 9%	3 4%
Meeting expectation	224 56%	233 61%	171 54%	193 62%	53 64%	40 54%
Working towards expectation	146 36%	106 28%	123 39%	75 24%	23 28%	31 42%
Total	401	383	318	309	83	74

Table 6: 2021 writing data by year group

Year group	% meeting or exceeding expectations
Year 1	87%
Year 2	72%
Year 3	63%
Year 4	69%
Year 5	69%
Year 6	75%

Table 7: 2021 writing data by ethnicity

Ethnicity (num. tamariki)	Māori (60)	Pacifica (7)	Asian (49)	MELAA (9)	European/Pakeha (256)	Other (7)
Exceeding expectation	3 5%	0	8 17%	1 11%	31 13%	1 14%
Meeting expectation	30 50%	4 57%	30 61%	7 78%	157 62%	5 72%



Working towards expectation	16 27%	3 43%	6 12%	0	46 18%	1 14%
Requiring extra support	11 18%	0 0%	5 10%	1 11%	17 7%	
Total at or above	33	4	38	8	188	6
% at or above	55%	57%	78%	89%	75%	86%

Analysis - 2021 writing data

2021 saw significant increase in achievement across the school in writing. This does, however, remain an area of concern, with 28% of tamariki not yet meeting curriculum expectations. This is particularly evident in our boys, with 36% across the school not yet meeting expectations, and even more so in years 3, 4 and 5 (45%, 38% and 40% of boys not yet meeting expectations, respectively). This pattern is mirrored across ethnicity groups.

Areas identified as having contributed to improved outcomes have been:

Literacy Support Teacher

Jane Considine writing PLD (programme run in Tōtara)

Structured literacy approach.

Recommendations for 2022 include:

- Continue Literacy Support Teacher role.
- Continue Jane Considine writing
- Continue use of “The Code” spelling programme.
- Investigate resources and programmes to support boys’ writing.



Maths and Pāngarau

Across the school, 83% of tamariki are either Exceeding or Meeting the curriculum expectations in Maths/Pāngarau.

Table 8: 2021 maths and pāngarau data

	Whole school		English medium		Māori medium	
	2020	2021	2020	2021	2020	2021
Exceeding expectation	45 11%	62 16%	38 11%	51 16%	7 9%	11 15%
Meeting expectation	263 63%	259 67%	216 64%	210 68%	47 57%	49 65%
Working towards expectation	110 26%	64 17%	92 25%	49 16%	28 34%	15 20%
Total	418	418	336	310	82	75

Table 9: 2021 maths/pāngarau data by year group

Year group	% meeting or exceeding expectations
Year 1	93%
Year 2	89%
Year 3	75%
Year 4	92%
Year 5	84%
Year 6	82%



Table 10: 2021 maths/pāngara data by ethnicity

Ethnicity (num. tamariki)	Māori (60)	Pacifica (7)	Asian (49)	MELAA (9)	European/ Pakeha (256)	Other (7)
Exceeding expectation	6 10%	1 14%	10 21%		45 18%	
Meeting expectation	42 70%	4 57%	35 71%	6 66%	166 65%	6 86%
Working towards expectation	6 10%	2 29%	2 4%	2 22%	28 11%	1 14%
Requiring extra support	6 10%		2 4%	1 11%	14 5%	
Total at or above	48	5	45	6	211	6
% at or above	80%	71%	92%	66%	82%	86%

Analysis - 2021 maths and pāngarau data

Mathematics in 2021 has continued to be a key focus, but the PLD model has pivoted from one to one facilitator support and regular workshops to a model of working and planning in groups, observing lessons in action and refining planning as a result. This model has allowed us to become independent in our ongoing learning, and reflects the level of expertise that is developing in our kura. All teachers have been part of these professional learning groups. In term one, each group designed a maths lesson, and each term one teacher taught this lesson observed by the others in the group. The group then met to reflect on and refine the lesson, to then be taught by the next group member the following term. Through this process teachers were able to see the lesson in a range of contexts and levels.

Maths

This year has seen significant teacher progress across the school in the understanding of how the DMIC model encourages a deeper understanding of mathematics concepts, encourages deeper explanations and provides learning in a culturally responsive context. Data indicates that, having seen a drop in achievement over the first couple of years of the DMIC PLD, we are now seeing achievement levels similar to prior to this PLD.

Pāngarau

Across Māori medium 80% of ākonga are achieving at or above expectations (see Table 7). Lessons in the DMIC Lesson Study PLD were adapted by kaiako to suit pāngarau/Māori Medium setting. Kaiako were involved with groups across the school, which gave insights for English Medium teachers to see pāngarau in action in classes, and to share and develop expertise in both settings.



One area that was noticed was that of the children in Māori Medium who are working towards expectations (up to one year behind expectations), 8 out of 9 are girls (and most of these Year 3). Of those Requiring Extra Support (one to two years behind expectations) 4 out of 5 are boys.

These groups will form specific targets in 2022.