



**Te Kura o Urumutu**  
**West End School**

# **Analysis of Variance**

# **Reporting on the 2022 year**

West End Primary School - Te Kura o Urumutu  
Palmerston North - Manawatu

# MOE Number: 2479

School Name:	West End School	School Number:	2479
Strategic Aims:	<p><b>United Diversity:</b> Grow Kotahitanga and engagement in all aspects of school life by celebrating our diversity</p> <p><b>Informed Innovators:</b> To nurture innovative practice by implementing a values based curriculum across school life</p> <p><b>The Best Me:</b> Strengthen Hauora for Staff, Children, and whānau.</p> <p><b>United Diversity</b></p> <ul style="list-style-type: none"><li>• Establish a WES Service programme for children by end of 2024</li><li>• Develop a WES Cultural Framework by end of 2023</li><li>• Build an understanding of culturally responsive practice by the end of 2023.</li></ul> <p><b>Informed Innovators</b></p> <ul style="list-style-type: none"><li>• Build GROW coaching pairs programme for all staff by end of 2022.</li><li>• Establish with children, staff and whānau our WES localised curriculum by end of 2024 (including CORE curriculum Development)</li><li>• Build an understanding amongst staff of restorative practice by the end of 2023.</li><li>• Trial "Write that Essay" Writing programme for children Year 4-6.</li></ul> <p><b>The Best Me</b></p> <ul style="list-style-type: none"><li>• Embed our 'new' WES values across school life by the end of 2023.</li><li>• Develop a strong sense of Hauora amongst children and staff by the end of 2024.</li><li>• Contribute and implement Kotahitanga (cluster) learning support project by the end of 2023.</li></ul>		
Annual Aims:	<p><b>United Diversity</b></p> <ul style="list-style-type: none"><li>• Establish a WES Service programme for children by end of 2024</li><li>• Develop a WES Cultural Framework by end of 2023</li><li>• Build an understanding of culturally responsive practice by the end of 2023.</li></ul> <p><b>Informed Innovators</b></p> <ul style="list-style-type: none"><li>• Build GROW coaching pairs programme for all staff by end of 2022.</li><li>• Establish with children, staff and whānau our WES localised curriculum by end of 2024 (including CORE curriculum Development)</li><li>• Build an understanding amongst staff of restorative practice by the end of 2023.</li><li>• Trial "Write that Essay" Writing programme for children Year 4-6.</li></ul> <p><b>The Best Me</b></p> <ul style="list-style-type: none"><li>• Embed our 'new' WES values across school life by the end of 2023.</li><li>• Develop a strong sense of Hauora amongst children and staff by the end of 2024.</li><li>• Contribute and implement Kotahitanga (cluster) learning support project by the end of 2023.</li></ul>		
Target:	<p>Targets identified through Priority Learner Plans for core curriculum areas for 2023.</p> <p>(See below)</p>		

## 2022 Targets

The following illustrates the number of priority learners for each subject, in each area team. These are the children identified as requiring accelerated progress in each area

	Reading	Writing	Maths
<b>Tipuranga</b>	<p>All children in Tipuranga are identified as Priority Learners - enabling closer, more focused tracking as they enter school. We have large numbers of Y1 children still identified as being at the phonological stage for reading. The PLP will allow for targeted actions to be identified. We have 22 children at Y2 still at the Phonological Awareness stage for reading</p> <p>We have 3 Y3 children with the Junior Team still at the Phonological awareness stage</p> <p>Each team has identified those children on track to reach goals by the end of the data capture and the end of the year.</p>		
<b>Puawaitanga</b>	<p>18 children total 8 female 10 male</p> <ul style="list-style-type: none"> <li>7 NZ Maori 3 female 4 male</li> <li>5 Nz Euro 2 female 2 male</li> <li>2 Other Euro 2 male</li> <li>1 Samoan 1 male</li> <li>1 Indian 1 female</li> <li>1 Tongan 1 male</li> <li>1 SE Asian 1 female</li> </ul>	<p>21 children total 11 female 10 male</p> <ul style="list-style-type: none"> <li>6 NZ Maori 3 female 3 male</li> <li>11 NZ Euro 6 female 5 male</li> <li>1 Other Euro 1 male</li> <li>1 Indian 1 female</li> <li>1 Middle Eastern 1 female</li> <li>1 Samoan 1 male</li> </ul>	<p>34 children total 20 female 14 male</p> <ul style="list-style-type: none"> <li>12 NZ Maori 6 female 6 male</li> <li>11 NZ Euro 6 female 5 male</li> <li>2 Other Euro 2 female</li> <li>2 Tongan 1 female 1 male</li> <li>2 Samoan 1 female 1 male</li> <li>1 Indian 1 female</li> <li>1 Middle East 1 male</li> <li>1 Sri Lankan 1 female</li> <li>2 Other SouthEast Asian - 2 female</li> </ul>
<b>TWNOT</b>	<p>25 children in total 7 female 18 male</p> <ul style="list-style-type: none"> <li>11 NZ Maori 3 female 8 male</li> <li>7 NZ Euro 2 female 5 male</li> <li>1 Tongan 1 female</li> <li>1 Fijian 1 male</li> <li>1 Indian 1 male</li> <li>1 Thai 1 male</li> <li>1 Other Euro 1 male</li> <li>1 Cook Island Maori 1 male</li> <li>1 Samoan 1 female</li> </ul>	<p>32 children total 13 female 19 male</p> <ul style="list-style-type: none"> <li>13 NZ Maori 4 female 9 male</li> <li>13 NZ Euro 6 female 7 male</li> <li>2 Thai 2 male</li> <li>1 Fijian 1 male</li> <li>1 Sri Lankan 1 male</li> <li>1 Tongan 1 male</li> <li>1 Middle Eastern 1 female</li> </ul>	<p>34 children total female 22 male 12</p> <ul style="list-style-type: none"> <li>13 NZ Maori 9 female 4 male</li> <li>15 NZ Euro 9 female 6 male</li> <li>2 Other Euro 1 female 1 male</li> <li>1 Tongan 1 female</li> <li>1 Samoan 1 female</li> <li>1 Thai 1 male</li> <li>1 Middle Eastern 1 female</li> </ul>

Baseline Data:

Reading

All students Years 1 - 6	Well Below		Below		At		Above		Total No	
	No	%	No	%	No	%	No	%		
All	Male	0		100	56.8%	45	25.6%	31	17.6%	176
	Female	0		81	51.9%	38	24.4%	37	23.7%	156
	Total	0		181	54.5%	83	25.0%	68	20.5%	332
Maori	Male	0		38	70.4%	12	22.2%	4	7.4%	54
	Female	0		23	56.1%	12	29.3%	6	14.6%	41
	Total	0		61	64.2%	24	25.3%	10	10.5%	95
Pasifika	Male	0		11	73.3%	4	26.7%	0		15
	Female	0		5	55.6%	2	22.2%	2	22.2%	9
	Total	0		16	66.7%	6	25.0%	2	8.3%	24
Asian	Male	0		17	50.0%	8	23.5%	9	26.5%	34
	Female	0		12	38.7%	10	32.3%	9	29.0%	31
	Total	0		29	44.6%	18	27.7%	18	27.7%	65
MELAA	Male	0		3	37.5%	4	50.0%	1	12.5%	8
	Female	0		2	40.0%	2	40.0%	1	20.0%	5
	Total	0		5	38.5%	6	46.2%	2	15.4%	13
Other	Male	0		0		0		0		0
	Female	0		0		0		0		0
	Total	0		0		0		0		0
NZ/European	Male	0		31	47.7%	17	26.2%	17	26.2%	65
	Female	0		39	55.7%	12	17.1%	19	27.1%	70
	Total	0		70	51.9%	29	21.5%	36	26.7%	135

### Catchment 1 Teacher OTJ Reading & Catchment 3 Teacher OTJ Reading 2022

For: Admin Whole School

Year	Accelerated Progress (more than a step progress)						Sufficient Progress (a step progress)						Insufficient Progress (less than a step progress)						Year Total (Boys+Girls)
	Boy 99 (58%)	Girl 84 (56%)	Maori 44 (48%)	Pasifika 16 (67%)	NZ European 75 (62%)	Other 48 (58%)	Boy 37 (22%)	Girl 40 (27%)	Maori 24 (26%)	Pasifika 5 (21%)	NZ European 29 (24%)	Other 19 (23%)	Boy 34 (20%)	Girl 25 (17%)	Maori 23 (25%)	Pasifika 3 (13%)	NZ European 17 (14%)	Other 16 (19%)	
0																			0
1	16 (30%)	12 (22%)	3 (3%)	1 (4%)	16 (13%)	8 (7%)	3 (6%)	5 (9%)	4 (4%)		4 (3%)		9 (17%)	9 (17%)	8 (9%)	1 (4%)	4 (3%)	5 (4%)	54
2	20 (33%)	16 (27%)	8 (9%)	3 (13%)	14 (12%)	11 (9%)	8 (13%)	8 (13%)	6 (7%)	1 (4%)	7 (6%)	2 (2%)	7 (12%)	1 (2%)	4 (4%)		2 (2%)	2 (2%)	60
3	18 (39%)	13 (28%)	7 (8%)	2 (8%)	18 (15%)	4 (3%)	4 (9%)	6 (13%)	4 (4%)		3 (2%)	3 (2%)	1 (2%)	4 (9%)	2 (2%)		2 (2%)	1 (1%)	46
4	6 (15%)	9 (23%)	4 (4%)	3 (13%)	4 (3%)	4 (3%)	8 (20%)	6 (15%)	2 (2%)	1 (4%)	4 (3%)	7 (6%)	2 (18%)	4 (10%)	6 (7%)	1 (4%)	1 (1%)	3 (2%)	40
5	16 (28%)	17 (30%)	13 (14%)	2 (8%)	8 (7%)	10 (9%)	7 (12%)	8 (14%)	5 (5%)		6 (5%)	4 (3%)	5 (9%)	4 (7%)	2 (2%)	1 (4%)	4 (3%)	2 (2%)	57
6	23 (38%)	17 (28%)	9 (10%)	5 (21%)	15 (12%)	11 (9%)	7 (12%)	7 (12%)	3 (3%)	3 (13%)	5 (4%)	3 (2%)	3 (5%)	3 (5%)	1 (1%)	2 (2%)	3 (2%)	3 (2%)	60
7													1 (100%)				1 (1%)		1
8													1 (100%)				1 (1%)		1
	183 (57%)						77 (24%)						59 (18%)						319

### Writing

All students Years 1 - 6		Well Below		Below		At		Above		Total No
		No	%	No	%	No	%	No	%	
All	Male	0		50	28.1%	112	62.9%	16	9.0%	178
	Female	0		27	17.2%	96	61.1%	34	21.7%	157
	Total	0		77	23.0%	208	62.1%	50	14.9%	335
Maori	Male	0		21	38.2%	31	56.4%	3	5.5%	55
	Female	0		12	29.3%	22	53.7%	7	17.1%	41
	Total	0		33	34.4%	53	55.2%	10	10.4%	96
Pasifika	Male	0		5	33.3%	10	66.7%	0		15
	Female	0		1	11.1%	6	66.7%	2	22.2%	9
	Total	0		6	25.0%	16	66.7%	2	8.3%	24
Asian	Male	0		7	20.6%	23	67.6%	4	11.8%	34
	Female	0		4	12.5%	18	56.3%	10	31.3%	32
	Total	0		11	16.7%	41	62.1%	14	21.2%	66
MELAA	Male	0		3	33.3%	5	55.6%	1	11.1%	9
	Female	0		1	20.0%	4	80.0%	0		5
	Total	0		4	28.6%	9	64.3%	1	7.1%	14
Other	Male	0		0		0		0		0
	Female	0		0		0		0		0
	Total	0		0		0		0		0
NZ/European	Male	0		14	21.5%	43	66.2%	8	12.3%	65
	Female	0		9	12.9%	46	65.7%	15	21.4%	70
	Total	0		23	17.0%	89	65.9%	23	17.0%	135

Mathematics



All students Years 1 - 6	Well Below		Below		At		Above		Total No	
	No	%	No	%	No	%	No	%		
All	Male	0	0%	53	29.6%	64	35.8%	62	34.6%	179
	Female	0	0%	41	26.1%	59	37.6%	57	36.3%	157
	Total	0	0%	94	28.0%	123	36.6%	119	35.4%	336
Maori	Male	0	0%	22	39.3%	23	41.1%	11	19.6%	56
	Female	0	0%	14	34.1%	17	41.5%	10	24.4%	41
	Total	0	0%	36	37.1%	40	41.2%	21	21.6%	97
Pasifika	Male	0	0%	5	33.3%	5	33.3%	5	33.3%	15
	Female	0	0%	5	55.6%	2	22.2%	2	22.2%	9
	Total	0	0%	10	41.7%	7	29.2%	7	29.2%	24
Asian	Male	0	0%	8	23.5%	15	44.1%	11	32.4%	34
	Female	0	0%	6	18.8%	10	31.3%	16	50.0%	32
	Total	0	0%	14	21.2%	25	37.9%	27	40.9%	66
MELAA	Male	0	0%	3	33.3%	4	44.4%	2	22.2%	9
	Female	0	0%	2	40.0%	1	20.0%	2	40.0%	5
	Total	0	0%	5	35.7%	5	35.7%	4	28.6%	14
Other	Male	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0
NZ/European	Male	0	0%	15	23.1%	17	26.2%	33	50.8%	65
	Female	0	0%	14	20.0%	29	41.4%	27	38.6%	70
	Total	0	0%	29	21.5%	46	34.1%	60	44.4%	135

**Catchment 1 Overall Number Stage & Catchment 3 Overall Number Stage 2022**  
For: Admin Whole School

Year	Accelerated Progress (more than a step progress)							Sufficient Progress (a step progress)							Insufficient Progress (less than a step progress)							Year Total (Boys+Girls)
	Boy	Girl	Maori	Pasifika	NZ European	Other	Boys	Girl	Maori	Pasifika	NZ European	Other	Boys	Girl	Maori	Pasifika	NZ European	Other				
0																				0		
1	6 (14%)	8 (19%)	4 (9%)	1 (4%)	7 (6%)	2 (2%)	9 (21%)	10 (23%)	6 (7%)		10 (8%)	3 (3%)	5 (12%)	5 (12%)	2 (2%)		4 (3%)	4 (3%)	43			
2	13 (22%)	8 (13%)	3 (3%)	2 (9%)	12 (10%)	4 (3%)	14 (23%)	14 (23%)	10 (11%)	2 (9%)	8 (7%)	8 (7%)	8 (13%)	3 (5%)	5 (6%)		3 (3%)	3 (3%)	60			
3	15 (33%)	16 (36%)	7 (8%)	2 (9%)	16 (13%)	6 (5%)	5 (11%)	5 (11%)	3 (3%)		6 (5%)	1 (1%)	2 (4%)	2 (4%)	2 (2%)		1 (1%)	1 (1%)	45			
4	11 (28%)	11 (28%)	5 (6%)	2 (9%)	7 (6%)	8 (7%)	5 (13%)	6 (15%)	3 (3%)	2 (9%)	1 (1%)	5 (4%)	5 (13%)	2 (5%)	4 (5%)		1 (4%)	1 (1%)	40			
5	14 (25%)	16 (28%)	13 (15%)		7 (6%)	10 (8%)	9 (16%)	7 (12%)	6 (7%)	1 (4%)	6 (5%)	3 (3%)	5 (9%)	6 (11%)	1 (1%)	2 (9%)	5 (4%)	3 (3%)	57			
6	23 (37%)	12 (19%)	4 (5%)	6 (26%)	14 (12%)	11 (9%)	8 (13%)	15 (24%)	8 (9%)	1 (4%)	7 (6%)	7 (6%)	4 (6%)	1 (2%)	2 (2%)		2 (2%)		63			
7																			1			
8							1 (100%)				1 (1%)								1			
	<u>153</u> (49%)							<u>108</u> (35%)							<u>49</u> (16%)							310



<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>What did we do?</p> <ul style="list-style-type: none"> <li>Professional development carried out in areas of effective teaching of Mathematics and also Multi Sensory Structured Literacy.</li> <li>Learning enhancement plans were developed and implemented to support children with the most significant needs.</li> <li>PLP plans (explained below).</li> <li>GROW Coaching development was delivered with Trudy Francis of C21 Learning, focused on implementation of WES Values Based Curriculum.</li> </ul> <p>Significant work was carried out to further develop assessment and analysis practices at West End School. This includes the ability to track individuals and cohorts effectively in terms of progress and develop pedagogical actions to address learning needs of each</p>	<p>No variance.</p> <p>Despite the obvious challenges and disruptions provided by Covid 19 pandemic in 2022, the ability for teachers, teams and the school to analyse the progress in learning that children are making has continued to improve (Please see Progress and Assessment data above for breakdown of children's progress in core curriculum areas). We have also seen continued positive shifts in teacher practice across Maths and MSL teaching as measured by our WES Effective Teaching of Mathematics Matrix.</p> <p>No variance.</p> <p>Learning enhancement plans were developed across the school and implemented for individual children identified as being of the highest need.</p>	<p>N/A</p>	<p>Continued work will take place to embed and strengthen our PLP plans through GROW Coaching in 2023. That is, to strengthen teachers and teams ability to assess and analyse in real time in order to provide targeted and accurate next learning and teaching steps for each child.</p>

<p>child. This work has included, the selection of assessment tools, upskilling teachers with implementation, and supporting analysis and review. Further to this, the development of school wide progressions to support teacher judgements and assess progress has been strengthened and completed in writing with a strengthening shared understanding amongst staff in application.</p>	<p>We are continuing to build validity and reliability in our data and teacher judgments. This is improving (as judged by use of external norm referenced assessments).</p>	<p>N/A</p>	
<ul style="list-style-type: none"> <li>Teachers and school leaders established priority learners and priority learning plans to meet the needs of these children.</li> </ul>	<p>(Please refer to each teams PLP for details of actions taken)</p>		
<p>Please refer to the Learning Enhancement Report for specific details of action taken).</p>			