

Analysis of Variance 2025

Strategic Aim All students are able to access *The N.Z. Curriculum* as evidenced by achievement in relation to the National Curriculum.

Goal: Improve areas of weakness and enhance areas of strength identified from end of 2024 analysed literacy and numeracy data.

Target Group 1	Year 5 Writing Support Group (11 students)			
Base Data	At the beginning of 2025, one new student was at 1B, 9 students were at 2B, and one was at 2P.	Christine	Terms 1 - 4	.5 Teacher
Target Set	It was our aim to accelerate the progress of these students so that they were all achieving the expected level at 3B by the end of the year.			
Assessment Tool	asTTle, Schonell Spelling, PAT, overall teacher judgement.			
Action	These children were withdrawn from their class four days a week during writing time to work with an experienced teacher according to individually identified needs. Ongoing monitoring is to take place.			
Results	By the end of the year the one new student was still at 1B, but all others had progressed. Four had moved one sub-level from 2B to 2P, four had moved two sub-levels from 2B to 2A and another had moved from 2B to 3B, i.e. three sub-levels. One other student had moved from 2P to 3B which is curriculum expectation..			

Target Group 2	Year 6 Writing Support Group (9 students)			
Base Data	At the beginning of 2025, one new student was at 1B, one student was at 1P, one student was at 2B, two students were at 2P, and four students were at 2A.	Christine	Terms 1 - 4	.56 Teacher
Target Set	It was our aim to accelerate the progress of these students so that they are all achieving the expected level at 3P or within one sub-level of this by the end of the year.			
Assessment Tool	asTTle, Schonell Spelling, PAT, overall teacher judgement.			
Action	These children were withdrawn from their class five days a week during writing time to work with an experienced teacher according to individually identified needs. Ongoing monitoring is to take place.			
Results	By the end of the year all students had progressed. One 1B student had progressed three sub-levels to 2B, one 1P student had moved to one sub-level to 1A, one 2B student moved three sub-levels to 3B. One 2P student moved two sub-levels to 3B and the other moved three sub-levels to 3P. Three students who were 2A at the beginning of the year moved one sub-level to 3B, and another to 3P which is curriculum expectation.			

Target Group 3	Year 5 Maths Support Group (9 students)			
Base Data	At the beginning of 2025, seven students were at 2B, and four were at 2P.	Christine	Terms 1 - 4	.56 Teacher

Target Set	Overall aim was to accelerate these students so that they are all achieving at 3B which is curriculum expectation.			
Assessment Tool	asTTle, snapshots, and PAT, overall teacher judgement.			
Action	These children were withdrawn from their class four days a week during maths time to work with a specialist teacher according to individually identified needs. Ongoing monitoring is to take place.			
Results	Of the seven 2B students at the beginning of the year, one is still at 2B, two have moved one sub-level to 2P, and four others have moved two sub-levels to 2A. The four 2P students at the beginning of the year have all moved one sub-level to 2A. All students are still below expectation.			
Target Group 4	Year 6 Maths Support Group (12 students)			
Base Data	At the beginning of 2025, four students were at 2B, two were at 2P, and six at 2A.	Christine	Terms 1 - 4	.56 Teacher
Target Set	It was our aim to accelerate the progress of these students so that they are all achieving the expected level at 3P by the end of the year.			
Assessment Tool	asTTle, snapshots, and PAT, overall teacher judgement.			

Action	These children were withdrawn from their class four days a week during maths time to work with an experienced teacher according to individually identified needs. Ongoing monitoring is to take place.			
Results	Apart from one student, all others had progressed but were still below curriculum expectation. Of the four 2B students at the beginning of the year, one student was still at 2B, two others moved two sub-levels to 2A, and one other three sub-levels to 3B. One 2P student moved one sub-level to 2A, and the other two sub-levels to 3B. The six 2A students all moved one sub-level to 3B.			

Target Group 5	Year 6 Writing Extension Group (9 students)			
Base Data	At the beginning of 2025, all 4 students were at 3P and the other nine were at 3A which exceeded the end of year expectation..	Mel	Terms 1 - 4	.56 Teacher
Target Set	It was our aim to accelerate the progress of these students so that they are all achieving at least one sub-level above i.e. by the end of the year.			
Assessment Tool	asTTle, Schonell Spelling, overall teacher judgement.			
Action	These children were withdrawn from their class four days a week during writing time for extension purposes to work with an experienced teacher.			

Results	The four 3P students had all progressed three sub-levels to 4P. Of the 3A students at the beginning of the year, two moved one sub-level to 4B, five moved two sub-levels to 4P, one other moved to 4A i.e three sub-levels, and a further students moved four sub-levels to 5B.			
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Target Group 6	Year 5 Maths Extension Group (14 students)			
Base Data	At the beginning of 2025, three students were at 2A, three were at 3B, six were at 3P, one at 3A, and one at 4B.	Mel	Terms 1 - 4	.56 Teacher
Target Set	Overall aim is to accelerate these students so that they are all achieving at least one sub-level above expectation i.e. 3P			
Assessment Tool	Snapshots, PAT, overall teacher judgement.			
Action	These children are to be withdrawn from their class four days a week during maths time to work with a specialist teacher according for extension. Ongoing monitoring is to take place.			
Results	Of the 2A students at the beginning of the year, one moved two sub-levels to 3A, and the other two students had moved two sub-levels to 4B. Of the three 3B students at the beginning of 2025, one moved to 3A, and the other two to 4B. Of the six 3P students at the beginning of the year, five moved two sub-levels to 4B, and the other moved to 4P i.e. three sub-levels. The 3A student moved one sub-level to 4B, and the other stayed the same at 4B.			

	All students in this group were performing well above curriculum expectation at the end of the year.			
Target Group 7	Year 6 Maths Extension Group (14 students)			
Base Data	At the beginning of 2025, 1 student was at 3A, 12 at 4B, and one at 4P.	Mel	Terms 1 - 4	.56 Teacher
Target Set	It is our aim to accelerate the progress of these students so that they are all achieving above the expected level at 3P by the end of the year.			
Assessment Tool	Snapshot, asTTle, and PAT, overall teacher judgement.			
Action	These children are to be withdrawn from their class four days a week during maths time to work with an experienced teacher for extension. Ongoing monitoring is to take place.			
Results	The 3A student at the beginning of the year was above expectation and by the year's end had moved two sub-levels to 4P. Of the 12 4B students one was still at 4B, six had moved one sub-level to 4P, five students had moved to 4A, and one to 5B. All were performing well above curriculum expectation at the end of 2025.			

