

Analysis of Variance Reporting



School Name:	Lynmore School - 2024	School Number:	1791
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READING

Strategic Aim:	<ol style="list-style-type: none"> 1. Build evaluative capability to build effective leaders 2. Māori success as Māori 3. Educationally powerful partnerships 4. <i>Wellbeing for Success</i> 5. Localised Curriculum
Annual Aim:	<ol style="list-style-type: none"> 1. Teachers enact the clear vision for accelerating learner efficacy, progress and achievement across the school 2. Māori students know their potential and feel supported to set goals and take action to achieve success, valuing identity, language and culture and included in teaching and learning in ways that support students to emotionally engage. 3. To develop strong partnerships, based on a parent and community communication strategy, centred around parent and community needs 4. <i>Whakawhanaungatanga, Whakapapa, Wairua, Manaaki</i> - To improve the mental, emotional, physical and spiritual wellbeing of all students, staff and community of the school. 5. To grow a collaborative, future-focused and responsive model of teaching and learning
Reading Targets:	<p>Reading Achievement: 90% of all students at or above NZC expectations</p> <p>Reading Progress: A minimum of 80% of all students progress at or above the expected rate; the remaining 20% will make more than 6 months progress</p>
Baseline Data:	<p>Using NZC levels in PaCT (Dec. 2023) as the measure:</p> <p>2024 Targets <u>Achievement in Reading:</u></p> <p>90% at or above NZC expectations for Year 2, 4 & 6.</p> <p>Outcome: 100% at/above in Year 2 - Met, 94% at/above in Year 4 - Met, 85% at/above in Year 6 – Not met</p>

Tātaritanga raraunga

Using John Hattie's Effect Size Calculation to measure Progress

Progress in Reading

A minimum of 80% of all students progress at or above the expected rate; the remaining 20% will make more than 6 months progress

Outcome: 99% of all students progressed at or above the expected rate in Reading – Target met

92% of all students made accelerated progress (0.4 effect size) rate or more than 1 year's progress in Reading

7% made at least 6 months progress (0.2-0.4 effect size rate)

1% showed limited progress using the PaCT Tool

Analysis of Variance Reporting



Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>										
<ul style="list-style-type: none">Continue to build stronger understanding around progress in reading using the LPF framework and exemplars.Collaborative inquiry as a basis of TAI for teachers.Clear tracking of progress by SLT and team leaders with teachers.Sharp reading Sharing of expertise across the school for Years 3-6.PEP reporting with parents continued.Structured Literacy Approach PLD across the school in 2022.Links to authorship in writing and achievement and progress in reading made explicit.Continued work to narrow the remaining gap in equity for Māori students in literacy by utilising local curriculum, Kāhui Ako and hapū links to develop more	<p>Reading achievement and progress in 2023 was very good with improved progress in 2024.</p> <p>Yr 1 = 100% at or above expected levels in reading Yr 2 = 100% Yr 3 = 100% Yr 4 = 94% Yr 5 = 97% Yr 6 = 85%</p> <p>2024 school wide achievement target was 90% at or above NZC expectations for Year 2, 4 & 6</p> <p>End of Year 2024 achievement:</p> <ul style="list-style-type: none">96% schoolwide average : at or above expected curriculum level.100% at/above expected curriculum level Year 2 - Met94% at/above expected curriculum level Year 4 - Met85% at/above expected curriculum level Year 6 - Not met <p>Cumulative Reading Achievement Data 2015 – 2024 - All years</p> <table><tr><td>2015 End OTJ 83%</td><td>2016 End OTJ 77%</td><td>2017 End OTJ 70%</td><td>2018 End OTJ 97%</td><td>2019 End OTJ 97%</td><td>2020 End OTJ 95%</td><td>2021 End OTJ 92%</td><td>2022 End OTJ 90%</td><td>2023 End OTJ 83%</td><td>2024 End OTJ 96%</td></tr></table>	2015 End OTJ 83%	2016 End OTJ 77%	2017 End OTJ 70%	2018 End OTJ 97%	2019 End OTJ 97%	2020 End OTJ 95%	2021 End OTJ 92%	2022 End OTJ 90%	2023 End OTJ 83%	2024 End OTJ 96%	<p>We continued to develop understanding of Structured Literacy to focus on the foundational stages of reading from Years 2-6 across the school. Research tells us that a sound knowledge of phonological awareness will help children decode more complex letter – sound blends.</p> <p>Personalising the response to potential risks in reading is a key focus going forward.</p> <p>A balanced approach to literacy development with an in-depth knowledge of the literacy progressions will ensure students needs are being met</p>	<p>Continue with Sharp Reading.</p> <p>Continue to link authorship in writing with reading development.</p> <p>Continue Better Start Literacy with Years 0-4 teachers.</p> <p>Continue to use the Structured Literacy Phonological Awareness resources from stage 1 to 7 and include home/school partnerships in reading.</p> <p>Support teachers to develop a deeper understanding of the LPF in Reading.</p>
2015 End OTJ 83%	2016 End OTJ 77%	2017 End OTJ 70%	2018 End OTJ 97%	2019 End OTJ 97%	2020 End OTJ 95%	2021 End OTJ 92%	2022 End OTJ 90%	2023 End OTJ 83%	2024 End OTJ 96%				



Tātaritanga raraunga

<p>engaging contexts for reading and writing.</p> <ul style="list-style-type: none"> • Rotorua East Kahui Ako - Across School Teacher appointed for Literacy 	<p><u>Progress:</u></p> <p>Our progress equity reporting across year groups, gender and ethnicity showed very little statistical variances.</p> <p>This has been a focus for our staff to look at contexts, how to engage our students with more meaningful texts, and increased PLD in Structured Literacy and Authorship. The average reading progress equity was 92%.</p>	<p>Develop Reading Together programmes to form partnerships with parents.</p> <p>Continue to explore the Science of Reading with Teachers.</p> <p>Continue Authorship PLD</p>
<p>Reading planning for next year:</p>		
<p>Targets will be specific to cohorts of students. We will provide a balanced literacy learning programme including authorship, better start literacy for Year's 0-4, Structured Literacy & Sharp Reading for Years 2-6. Reading material will include high interest readers and authentic contexts.</p>		

WRITING

Strategic Aim:	<ol style="list-style-type: none"> 1. Build evaluative capability to build effective leaders 2. Māori success as Māori 3. Educationally powerful partnerships 4. <i>Wellbeing for Success</i> 5. Localised Curriculum
Annual Aim:	<ol style="list-style-type: none"> 1. Teachers enact the clear vision for accelerating learner efficacy, progress and achievement across the school 2. Māori students know their potential and feel supported to set goals and take action to achieve success, valuing identity, language and culture and included in teaching and learning in ways that support students to emotionally engage. 3. To develop strong partnerships, based on a parent and community communication strategy, centred around parent and community needs 4. <i>Whakawhanaungatanga, Whakapapa, Wairua, Manaaki</i> - To improve the mental, emotional, physical and spiritual wellbeing of all students, staff and community of the school. 5. To grow a collaborative, future-focused and responsive model of teaching and learning
Writing Targets:	<p>Writing Achievement: 90% of all students at or above NZC expectations</p> <p>Writing Progress: A minimum of 80% of all students progress at or above the expected rate; the remaining 20% will make more than 6 months progress</p>
Baseline Data:	<p>Using NZC levels in PaCT (Dec. 2023) as the measure:</p> <p>2024 Targets</p> <p><u>Achievement in Writing:</u></p> <p>90% of all students at or above NZC expectations in Years 2, 4 & 6.</p> <p>Outcome: 100% at/above in Year 2 - Met, 90% at/above in Year 4 - Met, 80% at/above in Year 6 - Not met.</p>

Tātaritanga raraunga

Using John Hattie's Effect Size Calculation to measure Progress

Progress in Writing

A minimum of 80% of all students progress at or above the expected rate; the remaining 20% will make more than 6 months progress

Outcome: 98.5% of all students made at or above expected progress in Writing for 2024 – Target met

94% of all students made accelerated progress (0.4 effect size) rate or more than 1 year's progress in Writing for 2023

4.5% made average progress (0.2-0.4 effect size rate)

1.5% (5 students) showed little progress using the PaCT Tool

Analysis of Variance Reporting



Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> Authorship PLD across the school with Verity Short Continued to make links across the curriculum in writing and link with science and reading in particular Collaborative inquiry as a basis of TAI for teachers. Clear tracking of progress by SLT and team leaders with teachers PEP reporting with parents continued. Structured Literacy (SL) Approach PLD across the school in 2024. Better Start Literacy (BSL) Development for Years 0-2. 	<p>Writing achievement and progress in 2023 was good and in comparison to End 2024 we have seen significant growth.</p> <p>Yr 1 = 100% at or above expected levels in reading Yr 2 = 100% Yr 3 = 100% Yr 4 = 90% Yr 5 = 94% Yr 6 = 80%</p> <p>2024 school wide achievement target was 90% at or above for children in Years 2, 4 & 6.</p> <p>End of Year 2024 achievement:</p> <ul style="list-style-type: none"> 94% schoolwide average at or above expected curriculum level. 100% at/above expected curriculum level Year 2 - Met 90% at/above expected curriculum level Year 4 - Met 80% at/above expected curriculum level Year 6 - Not met <p>The equity analysis reveals no major disparities in progress across most demographic groups. Maori students in Year 6 are identified as requiring additional support.</p> <p>This will be a continued focus for our staff to look at contexts and how to engage our students with more meaningful contexts.</p>	<p>BSL and SL development continues across the school.</p> <p>Providing opportunities for authentic writing, for a purpose to engage students to write – through Authorship PLD.</p> <p>Teachers understand the developmental progression in all aspects of writing.</p> <p>Groups of children in both Years 3 & 5 are still working towards level 2 & 3.</p>	<p>Continue with Authorship PLD in 2025.</p> <p>Continue to make strong links across the curriculum to provide authentic and high interest contexts for students to write about - in particular our Māori boy cohort.</p> <p>Develop our understanding of the coherent pathways in relation to writing and cross curricular approaches.</p> <p>Focus on Middle school & Senior school support for students in Writing.</p> <p>Middle school PLD with BSLA.</p>

Tātaritanga raraunga

Cumulative Writing Achievement Data 2015 – 2024

2015 End OTJ	2016 End OTJ	2017 End OTJ	2018 End OTJ	2019 End OTJ	2020 End OTJ	2021 End OTJ	2022 End OTJ	2023 End OTJ	2024 End OTJ
72%	53%	52%	89%	93.5%	91%	88%	84%	77%	94%

Progress:

The overall progress effect size for every year group across the school was very good.

The average writing progress equity was 94%.

Writing planning for next year:

Targets will be specific to cohorts of students. We will provide a balanced literacy learning programme including authorship, better start literacy for Year's 0-4 and Structured Literacy for Years 2-6 on a personalised basis. Focus on engagement for Year 3 & Year 5 teachers and students. Students will be engaged in authentic contexts through our localised curriculum development.

Mathematics & Statistics

Strategic Aim:	<ol style="list-style-type: none"> 1. Build evaluative capability to build effective leaders 2. Māori success as Māori 3. Educationally powerful partnerships 4. <i>Wellbeing for Success</i> 5. Localised Curriculum
Annual Aim:	<ol style="list-style-type: none"> 1. Teachers enact the clear vision for accelerating learner efficacy, progress and achievement across the school 2. Māori students know their potential and feel supported to set goals and take action to achieve success, valuing identity, language and culture and included in teaching and learning in ways that support students to emotionally engage. 3. To develop strong partnerships, based on a parent and community communication strategy, centred around parent and community needs 4. <i>Whakawhanaungatanga, Whakapapa, Wairua, Manaaki</i> - To improve the mental, emotional, physical and spiritual wellbeing of all students, staff and community of the school. 5. To grow a collaborative, future-focused and responsive model of teaching and learning
Numeracy Targets:	<p>Mathematics Achievement: 90% of all students at or above NZC expectations for Years 2, 4 & 6.</p> <p>Mathematics Progress: A minimum of 80% of all students progress at or above the expected rate; the remaining 20% will make more than 6 months progress</p>
Baseline Data:	<p>Using NZC levels in PaCT (Dec. 2023) as the measure:</p> <p>2024 Targets <u>Achievement in Mathematics:</u></p> <p>95% of all students at or above NZC expectations for students in Year 2, 4 & 6.</p> <p>Outcome: 100% at/above Y2 – Met, 99% at/above Y4 - Met, 91% at/above Y6 - Not met</p>

Tātaritanga raraunga

Using John Hattie's Effect Size Calculation to measure Progress

Progress in Mathematics

A minimum of 80% of all students progress at or above the expected rate; the remaining 20% will make more than 6 months progress

Outcome: 98% of all students progressed at or above the expected rate – Target met

94% of all students made accelerated progress (0.4 effect size) rate or more than 1 year's progress in Mathematics for 2024

2% made at least 6 months progress

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>										
<ul style="list-style-type: none">Ensured teachers are effectively utilising data in all aspects of the Learning Progression Framework in Mathematics.Supporting with an additional resource teacher4 teachers joined Accelerated Learning in Mathematics PLD	<p>Mathematics continues to be a strength for Lynmore School</p> <p>Yr 1 = 100% at or above expected levels in Mathematics Yr 2 = 100% Yr 3 = 84% Yr 4 = 100% Yr 5 = 79% Yr 6 = 91%</p> <p>2024 School-wide Target in Numeracy</p> <p>95% of all students at or above NZC expectations for students in Years 2, 4 & 6</p> <p>Outcome: 97% at or above NZC expectations – Target met</p> <p>Cumulative Numeracy Achievement Data 2015 – 2024</p> <table><tr><td>2015 End OTJ 78%</td><td>2016 End OTJ 77%</td><td>2017 End OTJ 76%</td><td>2018 End OTJ 97%</td><td>2019 End OTJ 99%</td><td>2020 End OTJ 98%</td><td>2021 End OTJ 95%</td><td>2022 End OTJ 96%</td><td>2023 End OTJ 93%</td><td>2024 End OTJ 99%</td></tr></table>	2015 End OTJ 78%	2016 End OTJ 77%	2017 End OTJ 76%	2018 End OTJ 97%	2019 End OTJ 99%	2020 End OTJ 98%	2021 End OTJ 95%	2022 End OTJ 96%	2023 End OTJ 93%	2024 End OTJ 99%	<p>Teachers are very clear about what the Learning Progression Framework in Mathematics is and the developmental stages within this.</p> <p>We have clear links to all strands and teach this in authentic contexts.</p>	<p>Begin to use the refreshed curriculum expectations to track progress and achievement.</p> <p>Carefully monitor students that show risk of not achieving expectations throughout the year.</p> <p>2 teachers registered to join Accelerated Learning in Mathematics PLD.</p>
2015 End OTJ 78%	2016 End OTJ 77%	2017 End OTJ 76%	2018 End OTJ 97%	2019 End OTJ 99%	2020 End OTJ 98%	2021 End OTJ 95%	2022 End OTJ 96%	2023 End OTJ 93%	2024 End OTJ 99%				
Mathematics planning for next year:													
Continue to resource Mathematics and provide learning opportunities in context to localised curriculum.													

Tātaritanga raraunga

Executive Summary

This report summarises the progress and achievements of Lynmore School for the 2024 academic year in Mathematics, Reading, and Writing. Key achievements include a schoolwide average of 99% at or above the expected curriculum level in Mathematics, with significant progress made in Reading and Writing. However, challenges remain in meeting targets for specific cohorts, notably Year 6 students. Equity analysis highlights areas where additional focus is needed to ensure balanced outcomes across all demographics.

Hinei Taute

Principal

December 2024