
Rotorua Specialist School
Analysis of Variance
For the Year ended 31
December 2020

Target 2020

Students will achieve 80% or more of the targets set across all curriculum areas.

Outcome

We interrogate our data twice a year in March and September and we compare the results.

The results for 2020 show that our results are below 80%. We recognise that the achievement is lower than expected due to the following two factors;

1- Due to school being closed during Covid-19.

2- A large percentage of our pupils had extend time away from school due to their compromised immune systems and parents / whanau keeping them at home.

The school was closed for 5 weeks out of a 20-week block (two terms). This represents a significant time that pupils were away from school (5/20 or 25% of the expected time that they should be at school). On top of this a large percentage of the school roll did not return to school at Level 2 but parents / whanau waited longer until their children returned. Some pupils missed up to 9 weeks of school.

Where to from Here?

Professional conversations were held around the achievement data and 'where to from here? To promote learning and endeavour to "catch-up" with lost time the following initiatives were implemented:

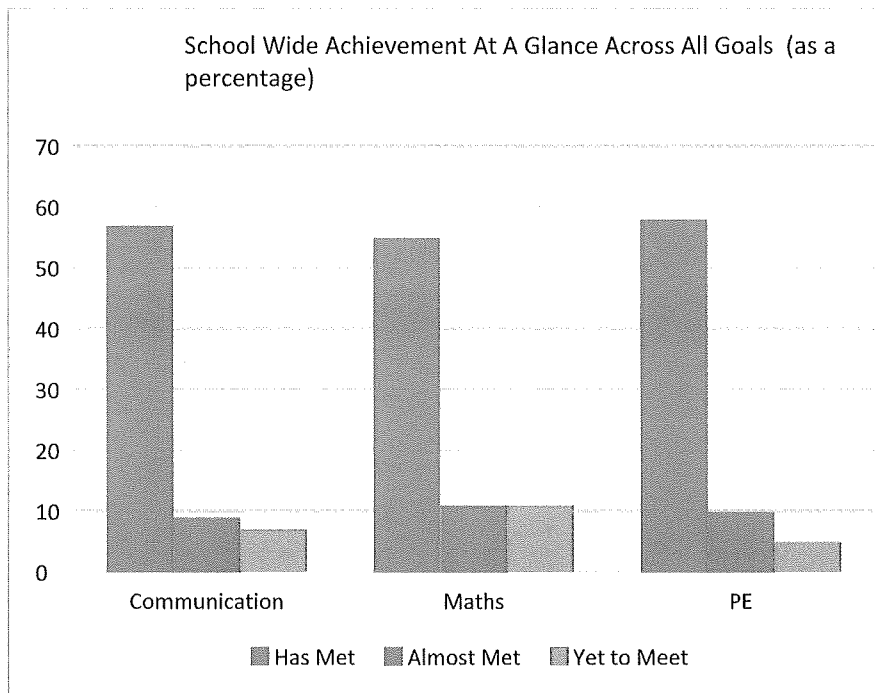
1. We prepared additional learning resources for parents and whanau to use at home in the event of another lockdown being held.
2. The Speech Language Therapists met with parents to share ideas on how to support their child's learning at home. This workshop was really successful and future workshops are being planned by the other therapists.
3. The curriculum budget was reviewed to determine whether additional resources are needed. A new online maths resource was purchased to help increase learning opportunities and extend outcomes in mathematics.
4. There is a renewed energy amongst the staff to work harder to catch-up on the lost teaching time. There is a new 'buzz' of excitement that encourages and motivates everyone.
5. Most importantly, the 'blip' in the achievement levels are a reflection of the school being closed during Covid-19 and the additional time that some pupils were away at Level 1. Neither I, nor any other staff member expect to see achievement this low at any foreseeable future.
6. The results are below everyone's expectations but occurred due to the extended closure of the school earlier this year (Covid-19).
7. The results are used to lift achievement in the next IEP cycle. Effective teachers use data to develop personalised teaching and learning programmes.
8. Achievement is accelerated with effective teaching. The teacher is the key to raising student achievement. The school continued to focus on teacher professional development, access to specialised support from the Therapy Team continues and the employment hours of the contracted Specialists has been increased, an effective self-referral mentoring programme for

teachers who ask for help in a curriculum area and continued access to professional development.

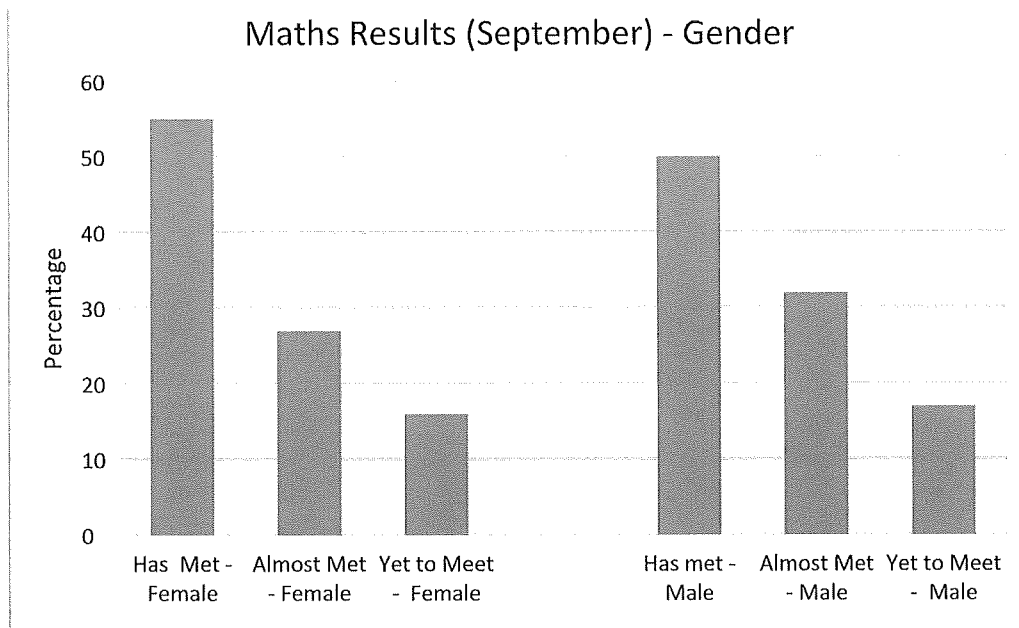
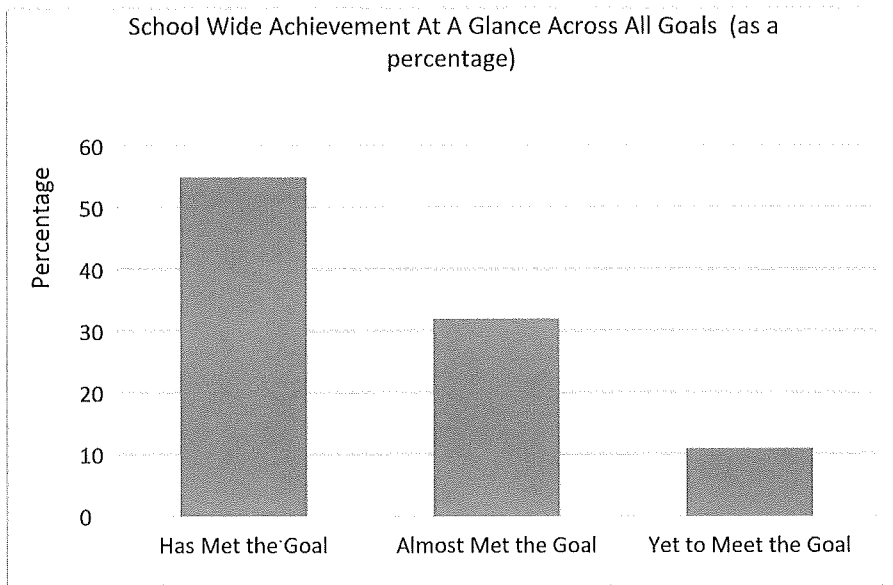
Analysis and Evaluation of the Year

We look at our results under 3 category headings. Has achieved, almost achieved, and yet to achieve.

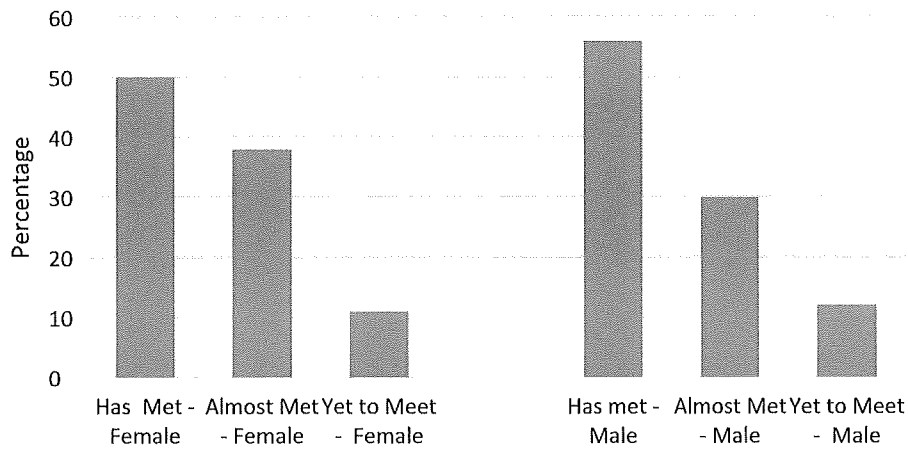
March School-Wide Data



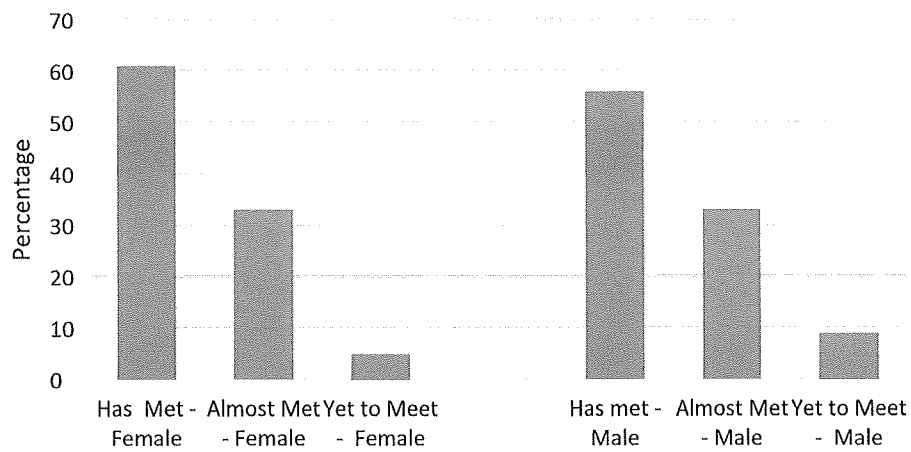
September School-Wide Data

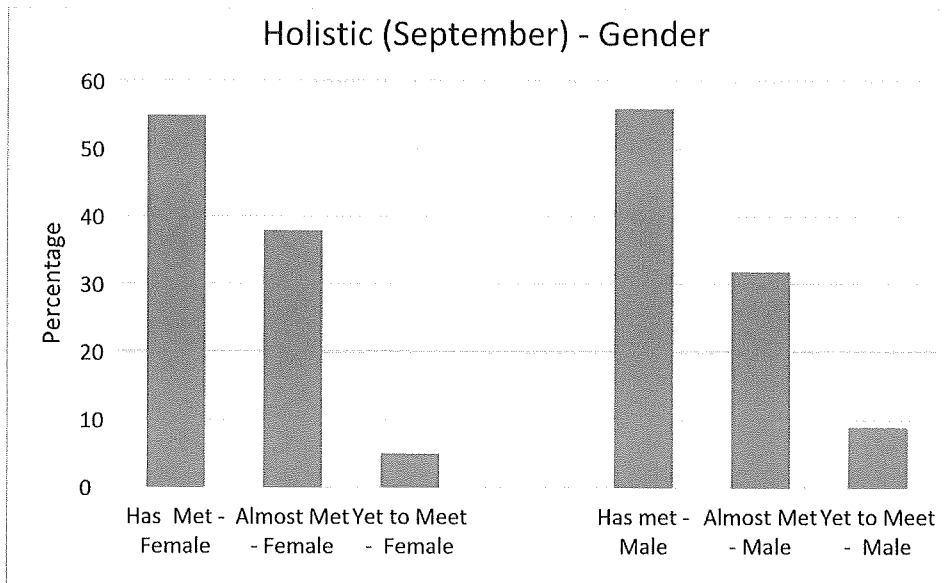


Communication Results (September) - Gender



PE (September) - Gender





Summary

It is not expected that the achievement will be lower than 80% again. As discussed above the lower rates of achievement occurred only due to the Covid-19 situation.

The Board of Trustees and Ministry of Education can be assured that the teachers, senior leadership and specialists are committed to providing the best possible achievement outcomes for all pupils. This was reflected in the professional analysis held to reflect on the outcomes and prepare a way forward.