



Analysis of Variance  
For the Year ended  
31 December 2021

## **Target 2021**

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

### **Preamble**

Rotorua Specialist School is focused on implementing programs with the intention that 80% of all pupils achieve their goals. This figure recognises that ideally the vast majority of the goals will be met. Factors against this aspirational goal include the note that the goals are just that. They are aspirational and developed by committed teachers to ensure that the pupils are academically 'pushed' with high expectations of success. The goals are set intentionally high. Unfortunately, though the downside to setting goals that are aspiration is that the goals cannot be met in the defined 6-month time period. They may take longer to achieve and embed the learning. It is better to aim high and slightly miss the target than aim low and hit the target.

Data is presented as percentages in all graphs and where needed the data is also presented in a table form. Achievement for pupil ethnicity is shown using both graphs and as a table due to the large number of pupil ethnicity as stated by whanau.

Data is shown for the following learning areas; communication, mathematics, physical education (PE) and life skills.

Data is graphed to show achievement for the following pupil cohorts; all pupils, gender and Maori pupils. Achievement is shown as percentages.

Data is presented for pupils who have been at school for a minimum of 6 months.

The key for achievement data is:

### **Key / Letter Meaning**

<b>H</b>	Has met the goal
<b>A</b>	Almost met the goal
<b>Y</b>	Yet to meet the goal
<b>F</b>	Female
<b>M</b>	Male

### **Outcome**

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

### **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:

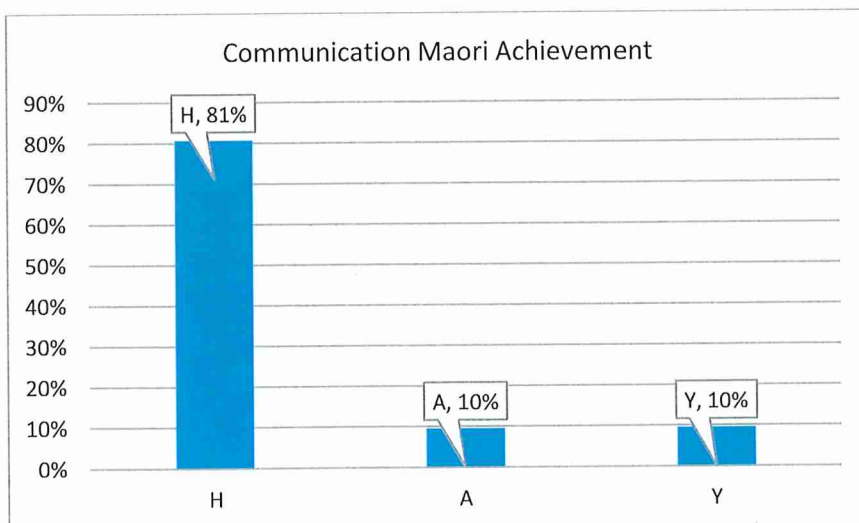
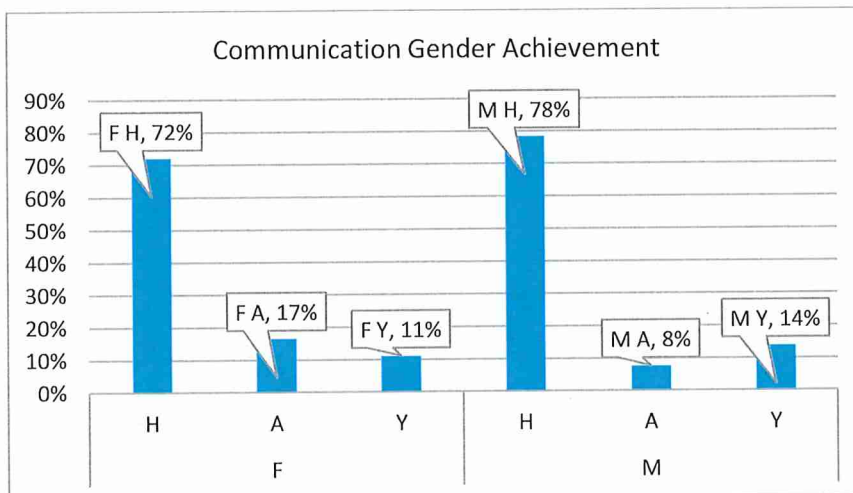
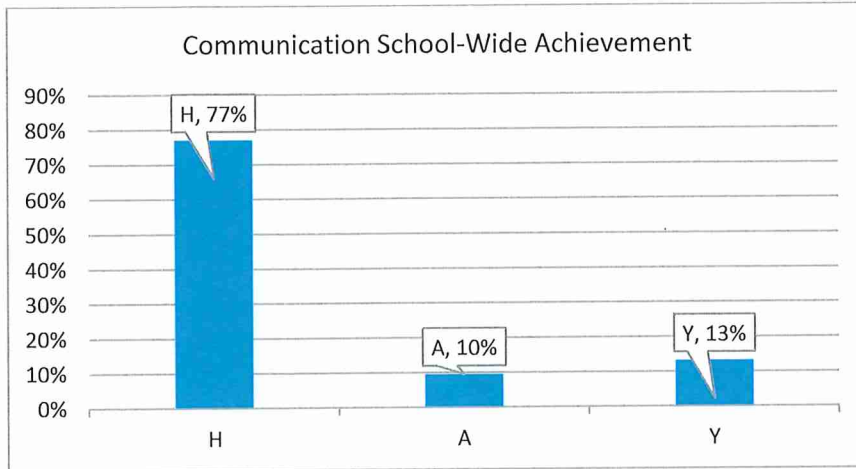
### **Analysis and Evaluation of the Year**

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

## Communication

Communication is developed through:

Spoken language, listening, reading, writing and computer aided support.

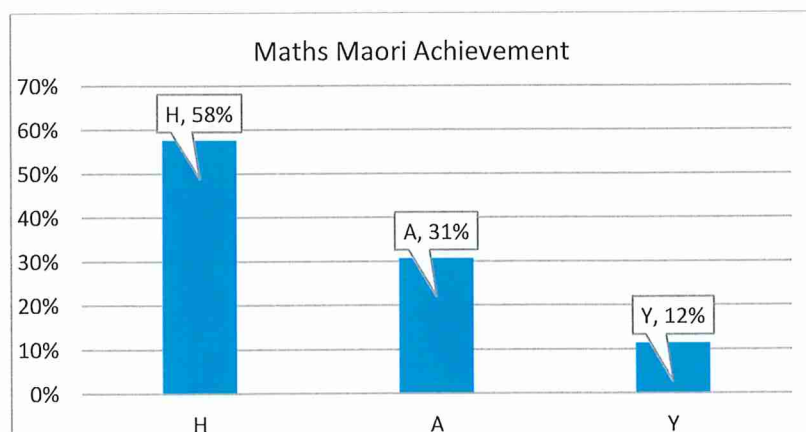
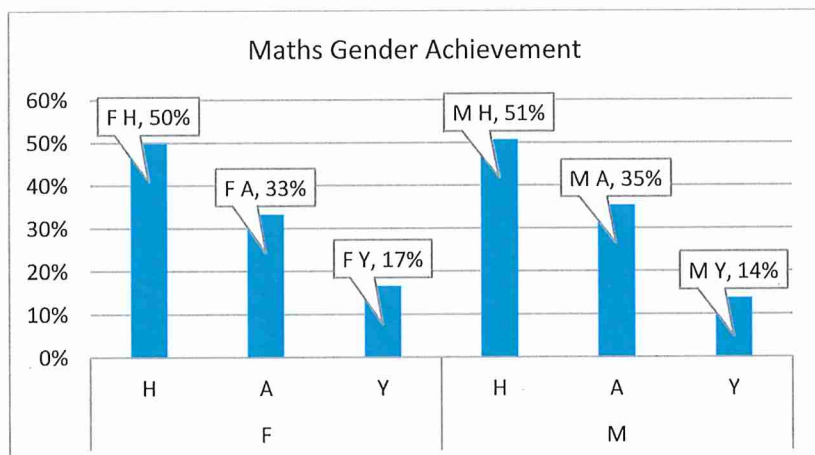
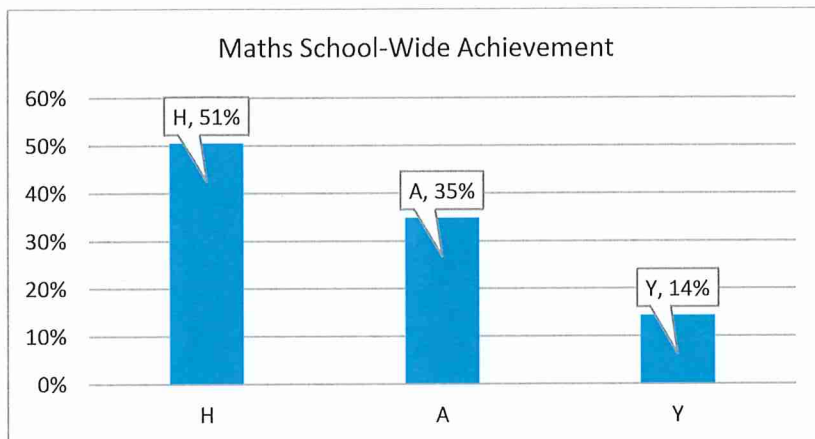


## Mathematics

Mathematics involves teaching number knowledge, shapes and word problems.

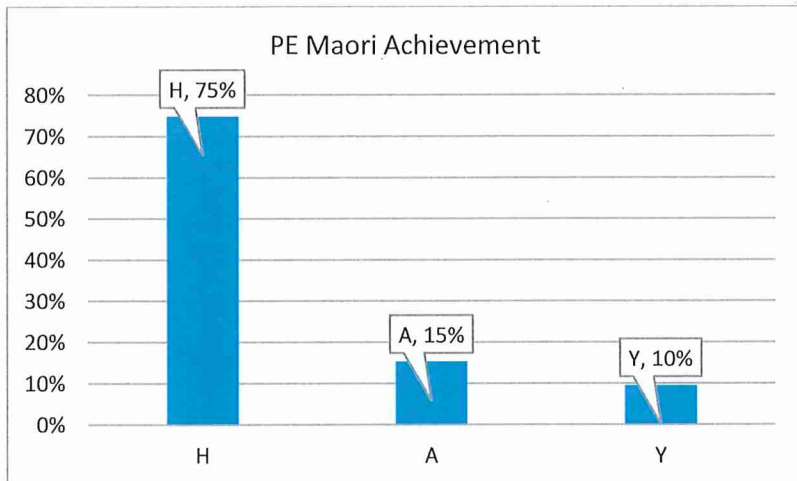
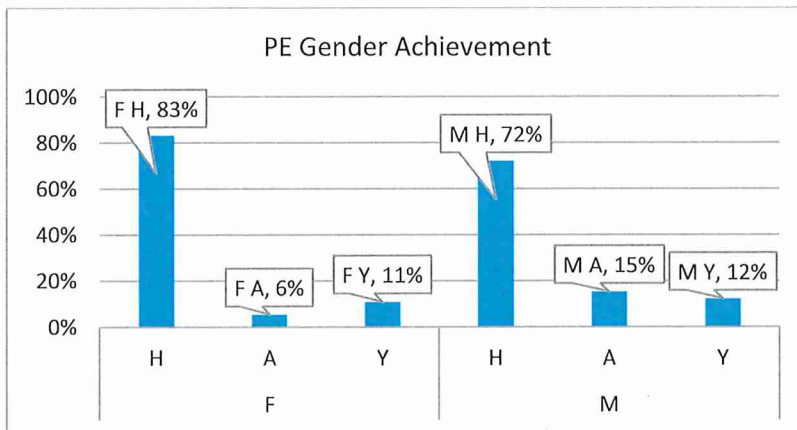
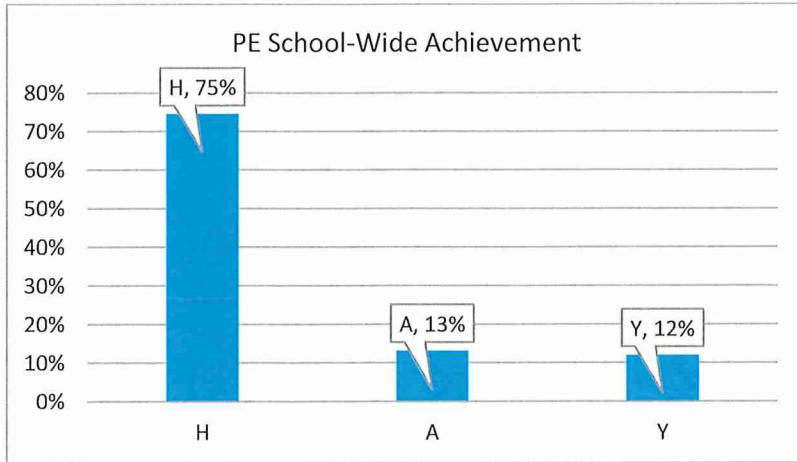
Mathematics is the only area where the goals were set too high. By combining the 'has with the almost' data we realise that the vast majority of pupils either met or nearly met their goals.

To raise achievement, the school has recently subscribed to a new mathematics online programme. The mathematics programme is specifically designed to meet the learning needs of our pupils. Along with additional professional development for teachers in mathematics and in using the online programme we will see an improvement in achievement data in mathematics.



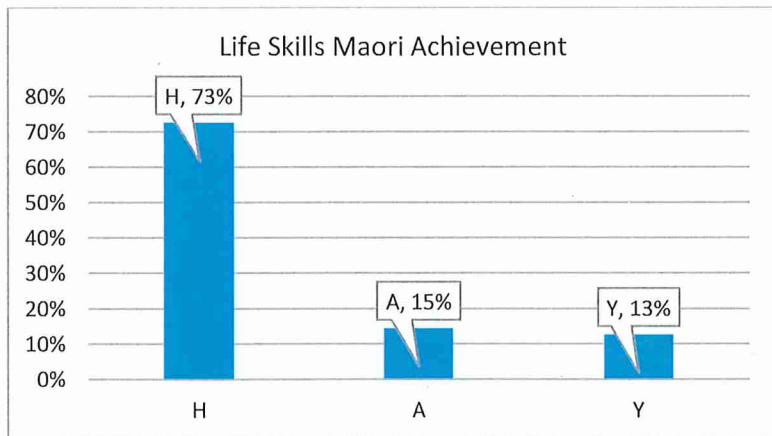
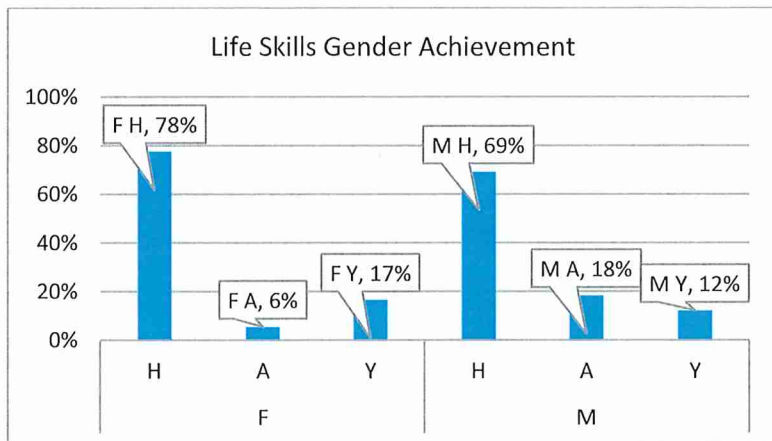
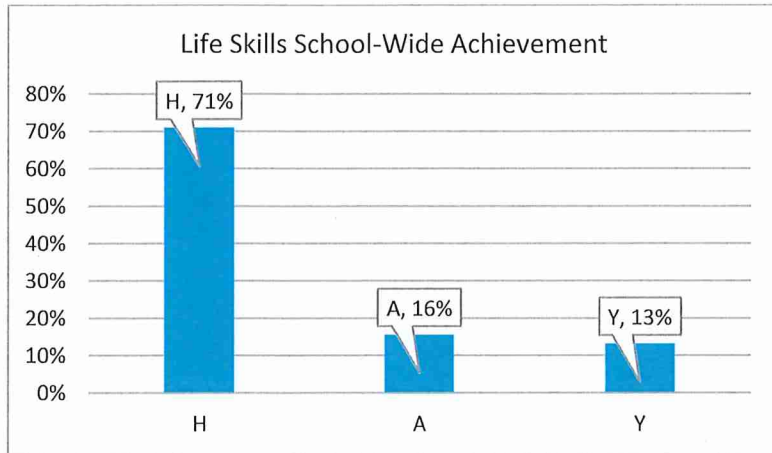
**Physical Education (PE) Data**

Physical education includes the traditional sports activities, sports skills and dance.



## Life Skills

Life skills involves the learning of activities that promote independent living. The skills vary from pupil to pupil and range from catching a bus, walking in town, accessing the library, employment skills through to cooking lessons.



### **Summary**

2021 has along with 2020 been an unsettling year due to COVID-19. COVID-19 resulted in a negative impact on learner attendance due to the lockdown and parents / whanau deciding to keep their children home for a longer period of time once the lockdown was lifted. This is understandable considering that many of the learners have compromised health.

The results are pleasing and reflect the high expectations of success set for pupils. We need to recognise that when the 80% achievement was not met that valid reasons exist.

To continue with high expectations of pupil engagement and success we prioritise the upskilling of teachers, purchasing resources based on identified needs, engaging the specialist staff here at RSS and external contractors, developing IEPs that are sequential and based on the various matrices (for assessment purposes) to monitor progress.

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.