



# Rotorua Specialist School

Analysis of Variance for  
the Year Ended:

31 December 2023

## **Preamble**

Individual Education Plans are written in March and September. This report is for the achievement results from March through to September. The data will be used internally for developing support programmes, professional development programmes, resourcing (physical resources), staffing and reported to the Ministry of Education as part of the end of year report.

Individual Education Plans are used to construct the teaching and learning programme. Learning goals are set in 4 areas in consultation with the teacher and whanau.

There are 4 learning areas that are explicitly assessed within the IEP process. They are; Mathematics, Communication, Physical Education and Life Skills.

## **Mathematics**

This relates to number knowledge and how we use numbers (addition, subtraction, multiplication, division, geometry, problem solving.)

## **Communication**

How we interact with other members of society. It includes speaking, listening, writing, reading, technology support (talklink resources (ipad)). Additional support for pupils in this curriculum are provided by the school's speech language therapists, the occupational mobility therapist and external agencies when required.

## **Physical Education**

PE includes all the activities and topics that we covered at school (summer sports, winter sports, athletics, swimming, healthy eating and for the older pupils, puberty.) The school holds a large number of events to promote PE (swimming competition, cross country, Olympics, winter sports and summer sports, athletics) here at Base, Selwyn School, Aquatic Centre and for cross country at the Tree Trust. Additional support for pupils in this curriculum are provided by the school's occupational therapist, occupational and mobility therapist and physiotherapists. We seek additional support from external agencies such as Sport BoP, Special Olympics and swimming instructors from the Aquatic Centre.

## **Life Skills**

Life skills involve activities that we use daily (such as; cooking, looking after oneself,) and experiences outside of the house (for example; shopping and road safety.)

To promote achievement in life skills we utilise the strengths of the; occupational therapist, physiotherapists, speech and language therapists and the operation and mobility therapist.

### **Achievement Expectations**

The school goal is to have 80% of pupils meet their learning goals identified in the IEP. Historically we have used a four-tier reporting system (achieved above expectations, achieved the goal, partially achieved the goal and did not achieve the goals.)

### **The key for the graphs is as follows:**

A B E – Achieved beyond expectations.

A – Achieved.

P A – Partially achieved.

Not Ach – Not Achieved.

M – Male pupils.

F – Female Pupils.

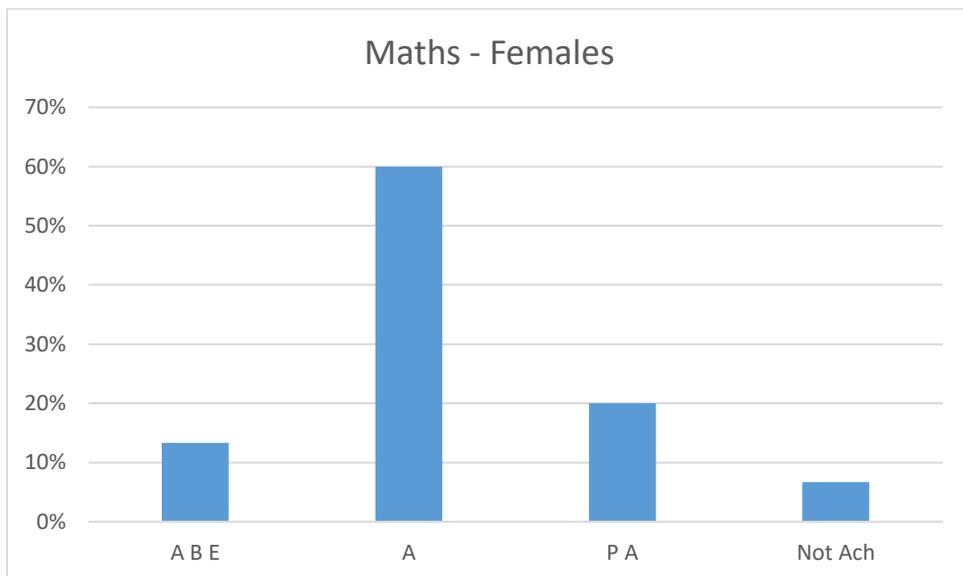
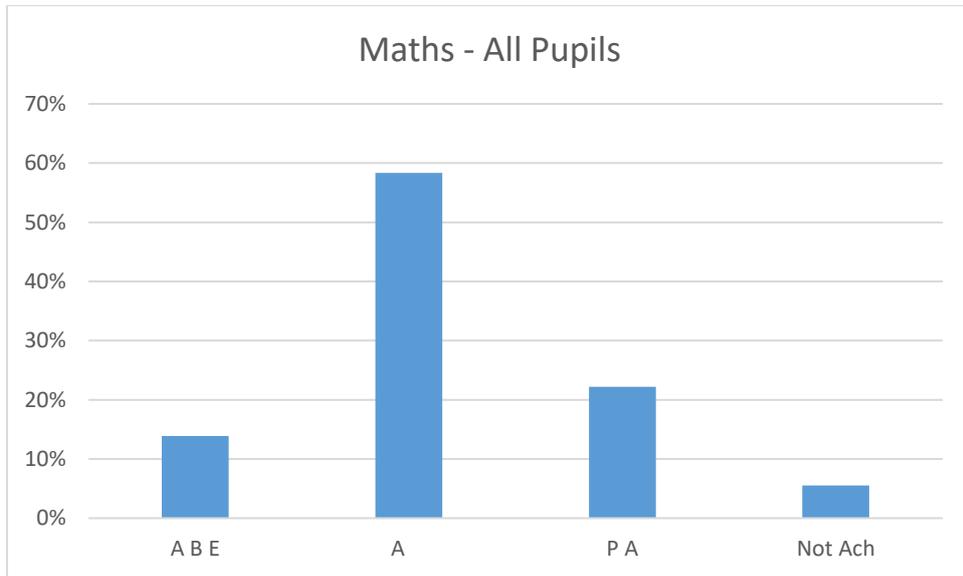
### **Achievement Graphs**

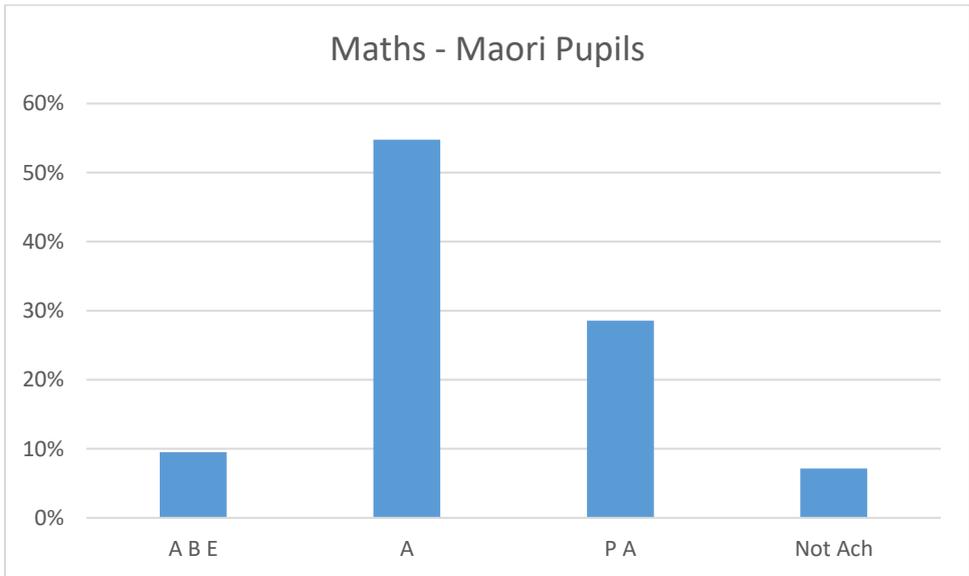
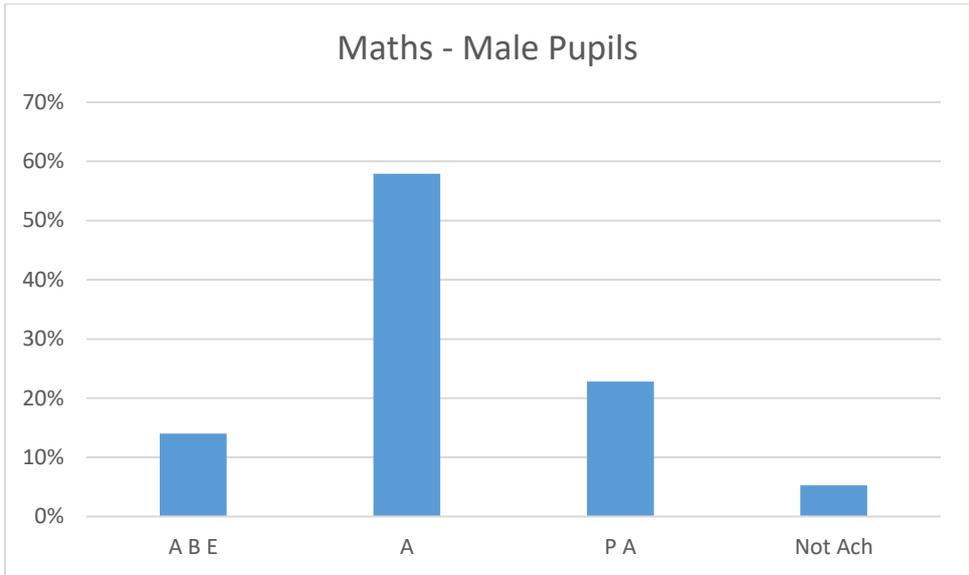
Achievement levels are shown for the learning areas; Mathematics, Communication, Physical Education and Life Skills and are presented as 'school-wide,' gender and Maori achievement.

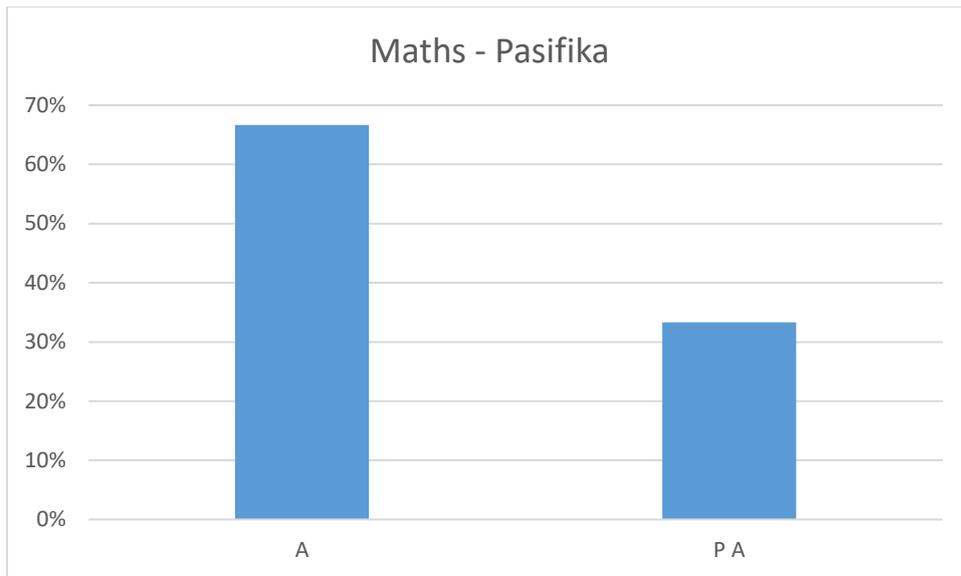
Maori and Pasifika achievement are identified within the school-wide data and separately because they are an area of national importance. Gender is also reported separately in the different curriculum areas. Historically female pupils have achieved at a higher level than male pupils.

By identifying assessment trends, the school and Board of Trustees can develop and fund programmes to best cater to the learning needs of the pupils.

## Mathematics







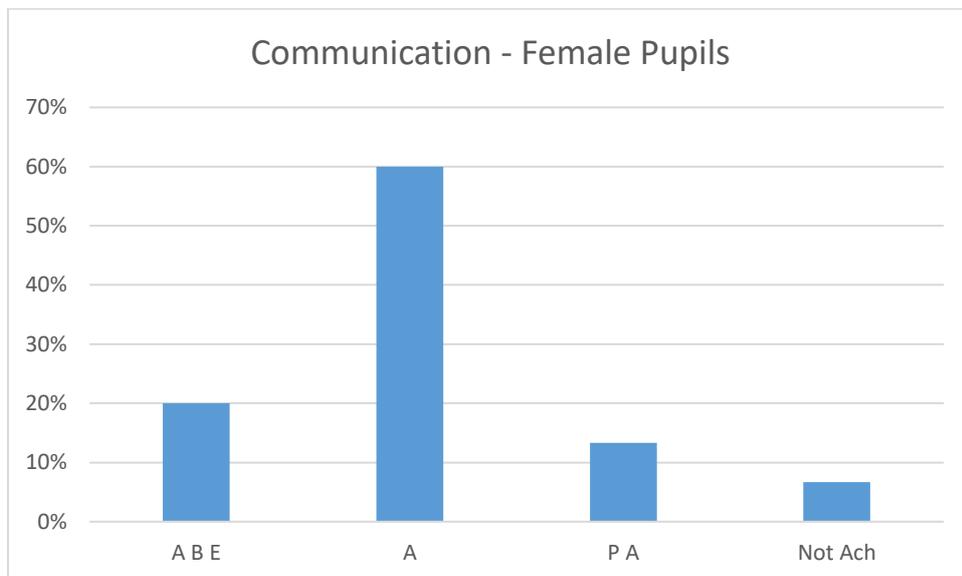
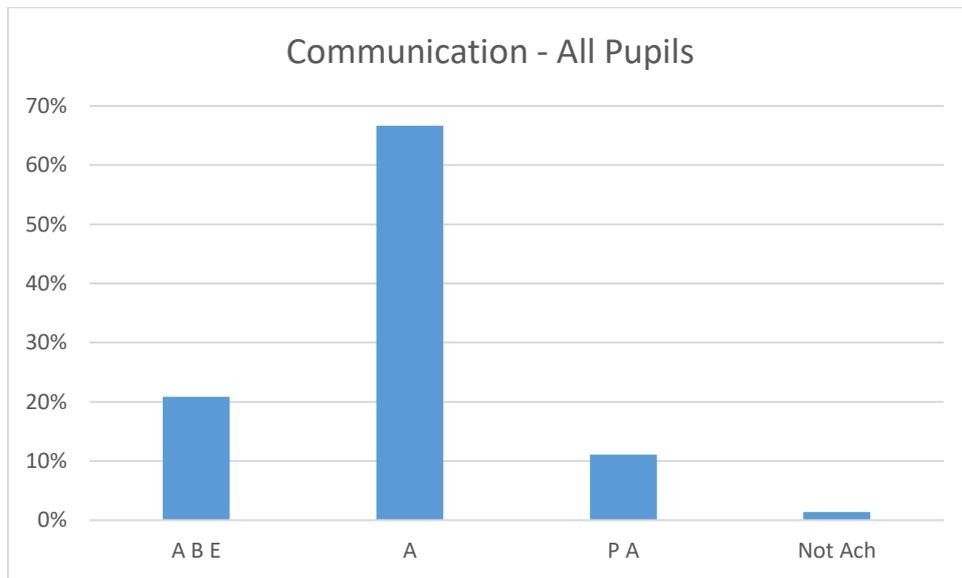
### **Next Steps**

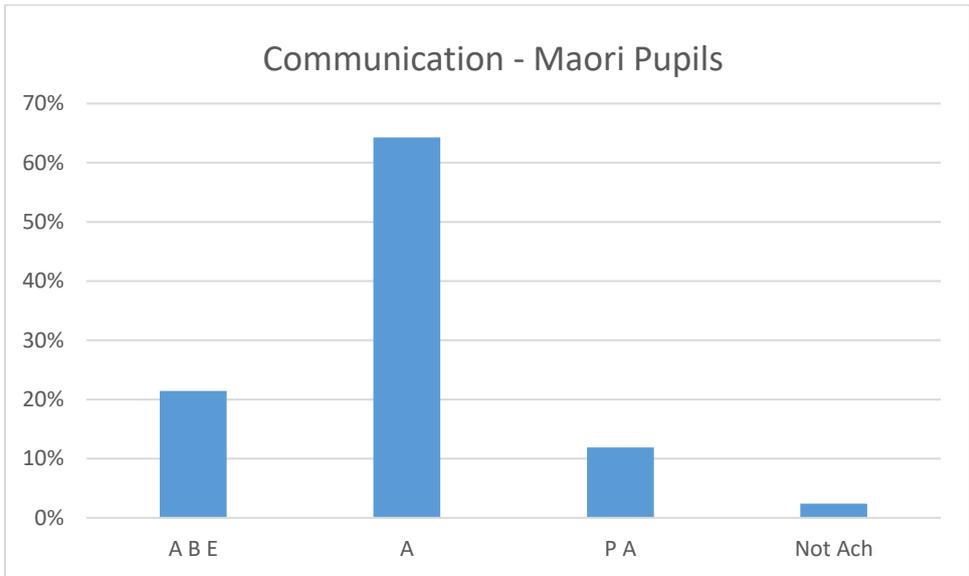
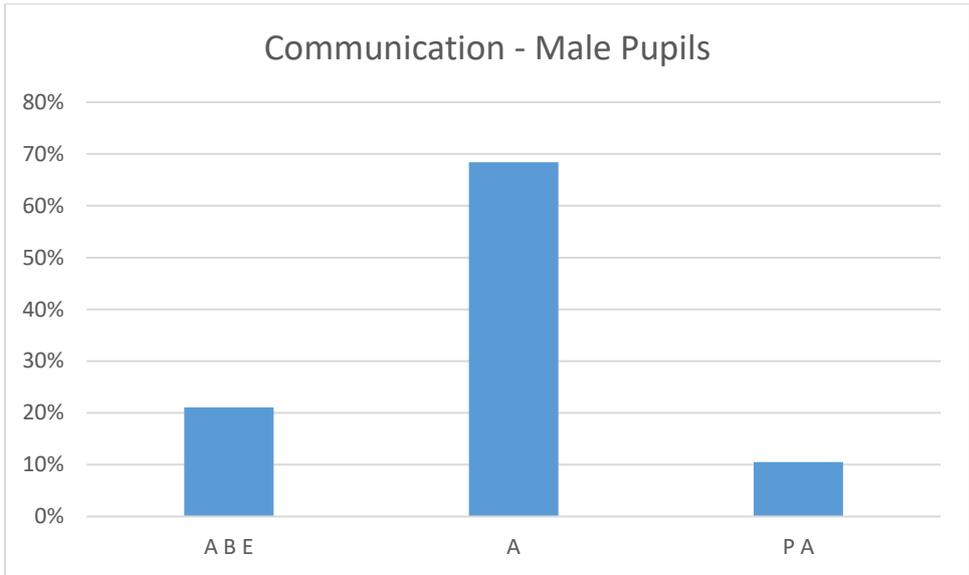
We will continue to prioritise raising achievement in mathematics. This will be done by; purchasing resources based on identified needs, professional development courses for staff (external and internal) and ensuring that mathematics is timetabled 4 times per week with an emphasis on number (number identification, addition, subtraction, multiplication, division).

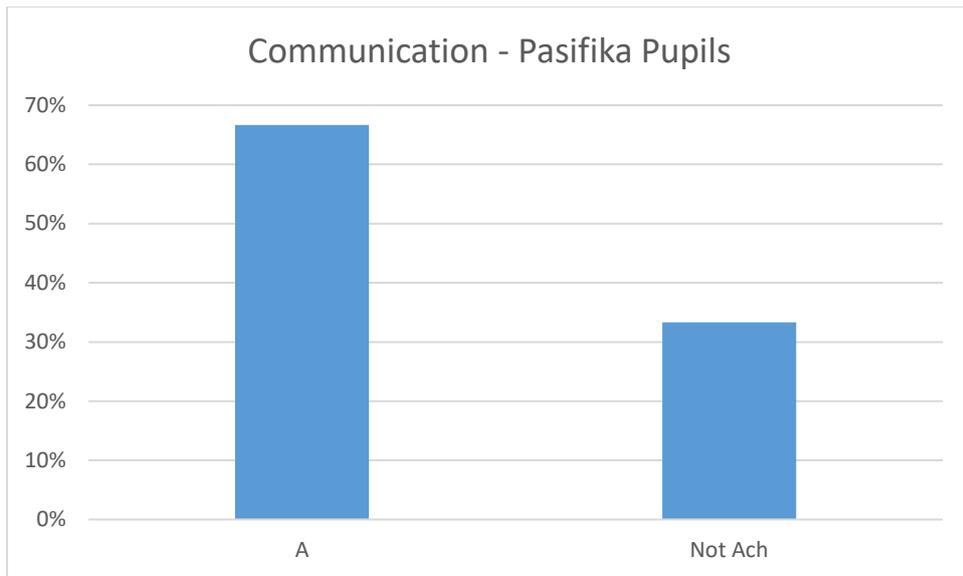
Our data is consistent with national trends. Pupils are more likely to achieve at a lower standard in Mathematics than the other learning areas.

Out of the 4 curriculum areas in this report. Mathematics is the only curriculum area where we do not have access to support from external professionals, therapists.

## Communication





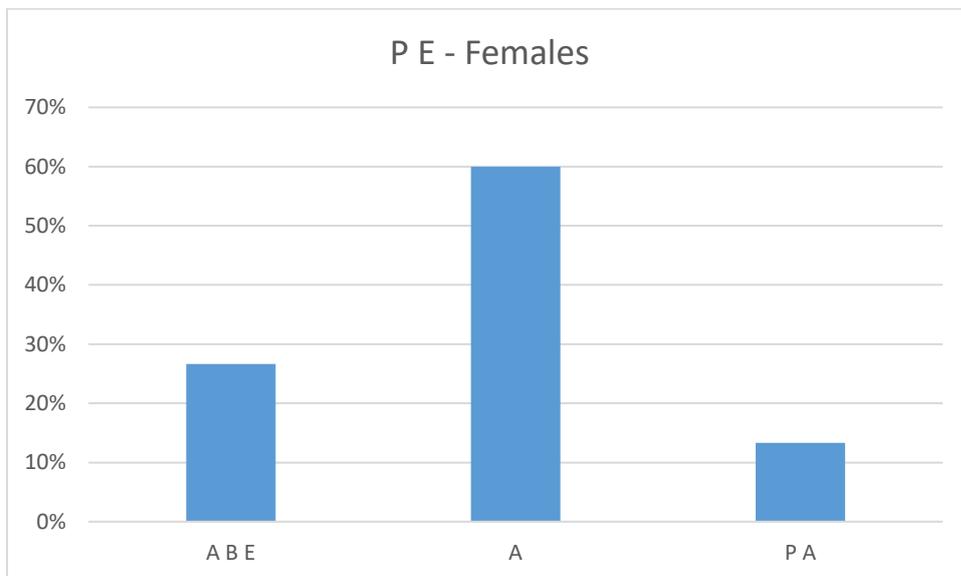
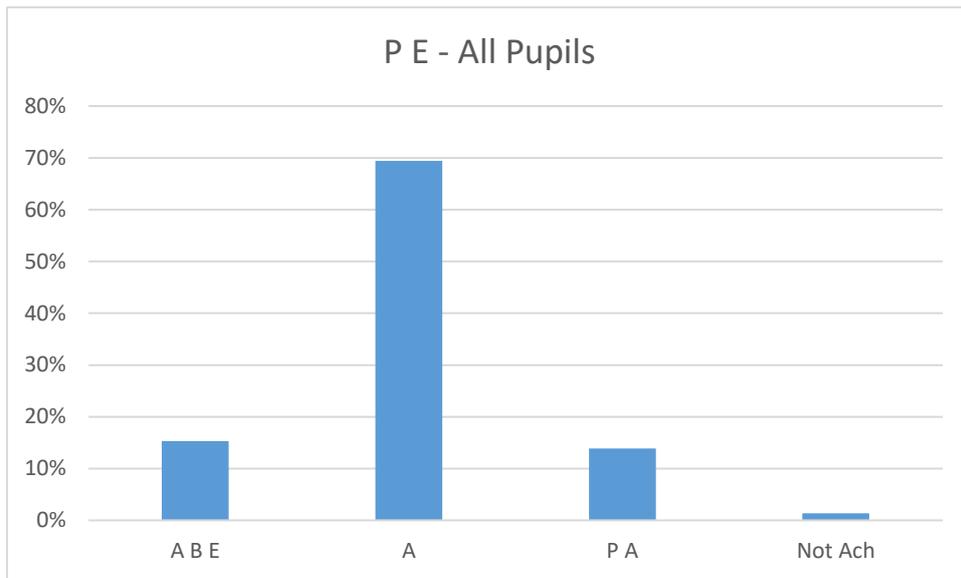


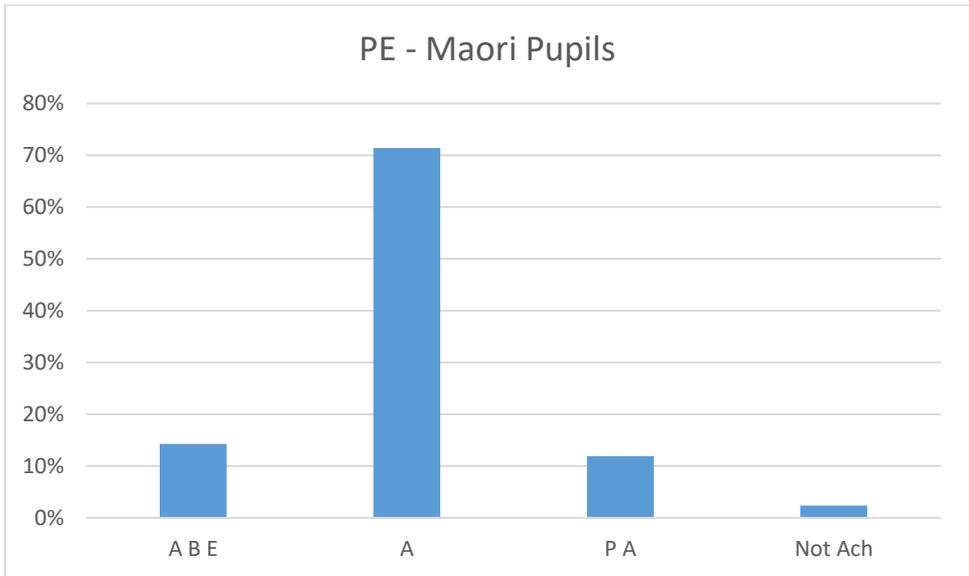
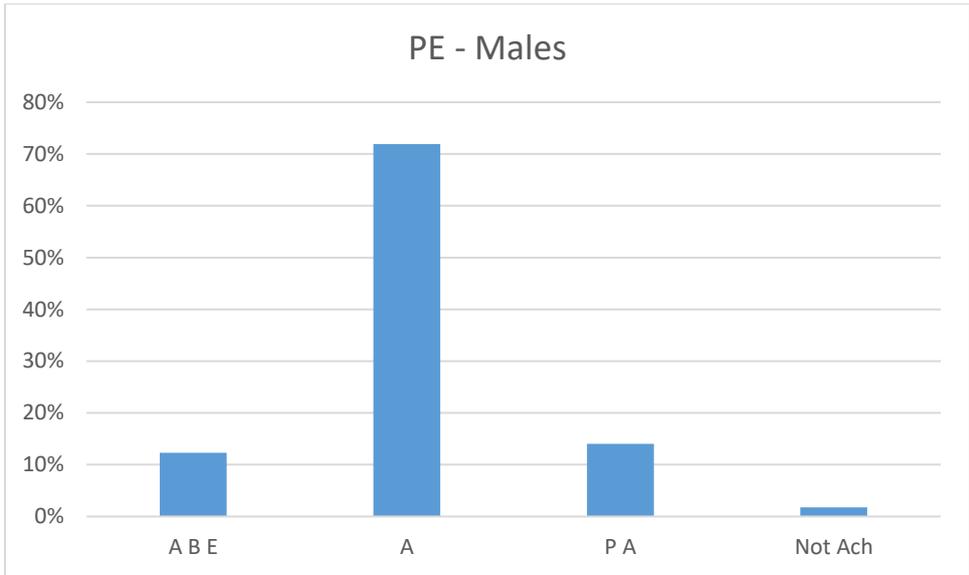
**Next Steps**

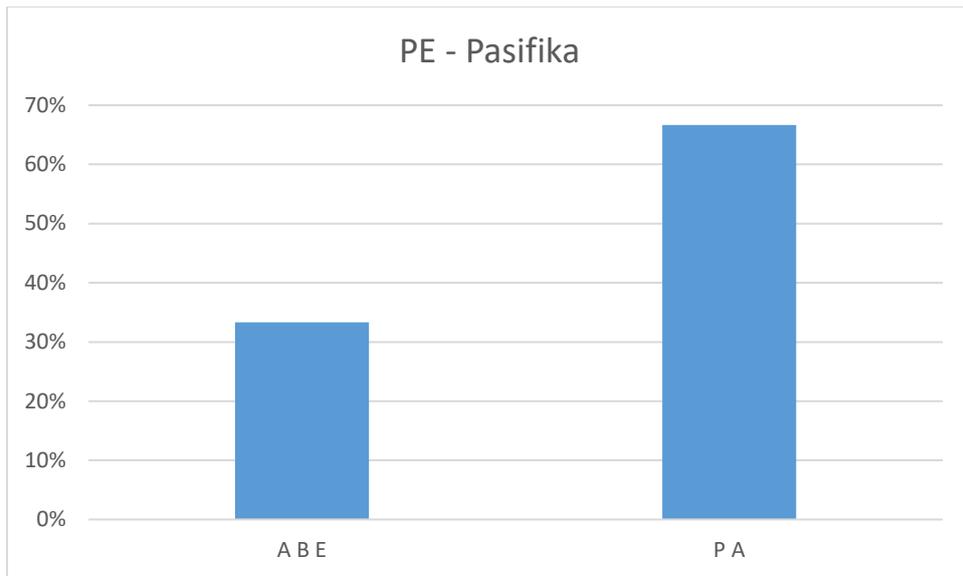
Our results represent the investments made in; personnel (outstanding SLT), teachers, teacher aides, physical resources purchased and opportunities to integrate communication programmes across the curriculum.

We will continue to provide the above resources and initiatives for pupils. New programmes are being developed from the Ministry of Education and private companies. We actively select the programmes and resources that best meet our needs.

## Physical Education





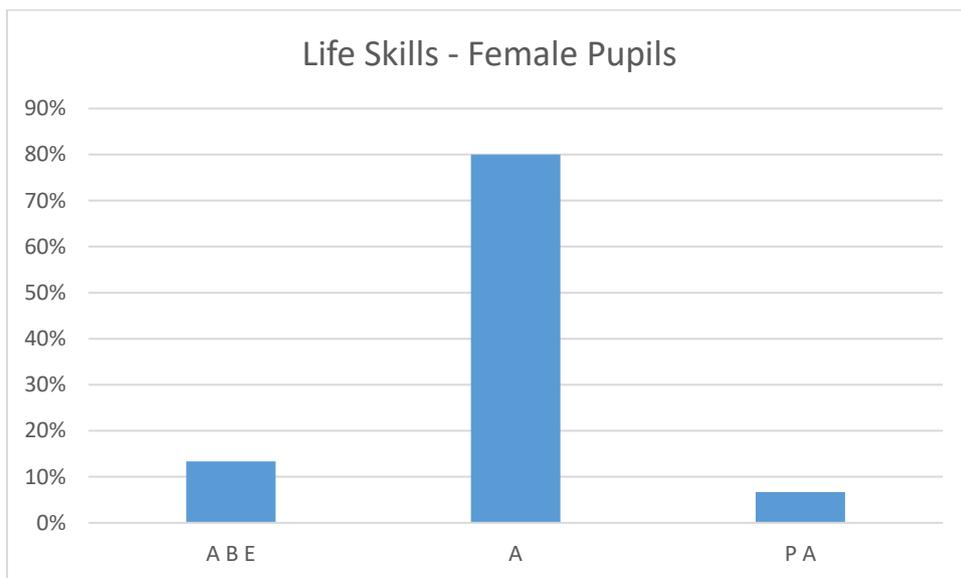
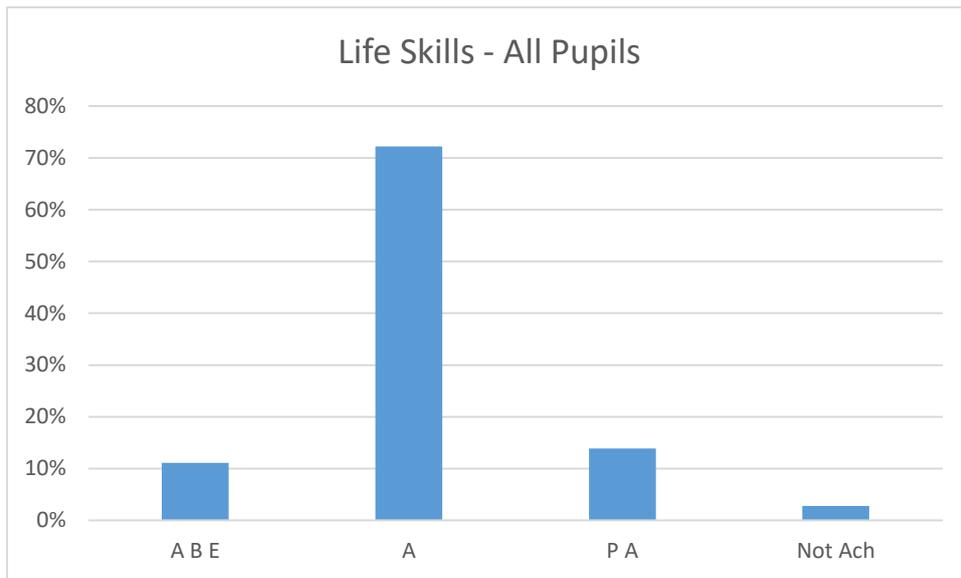


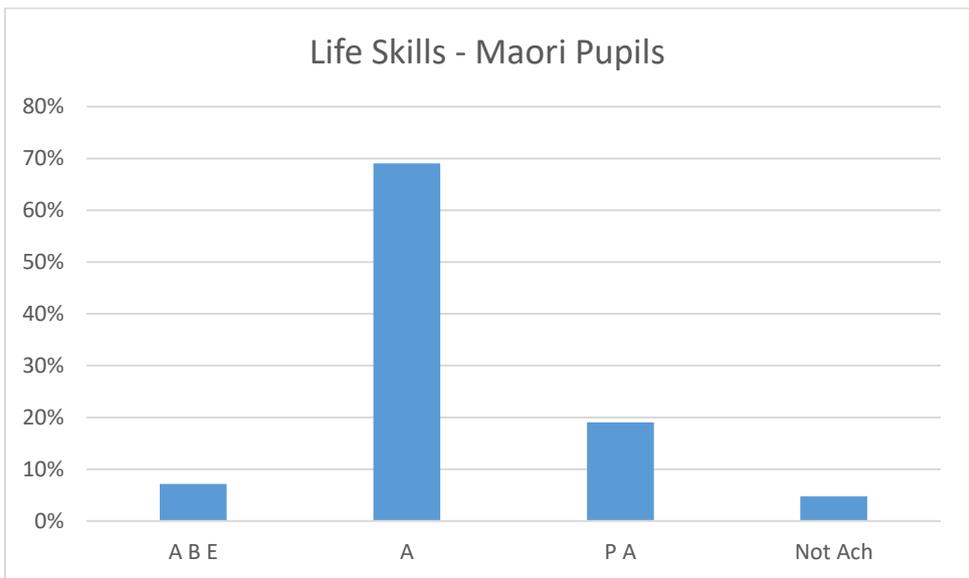
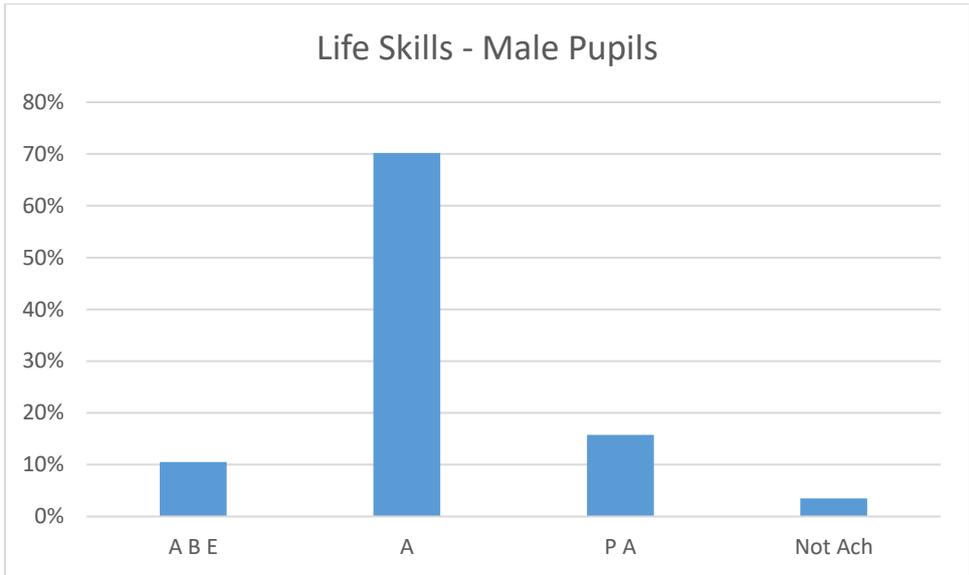
**Next Steps**

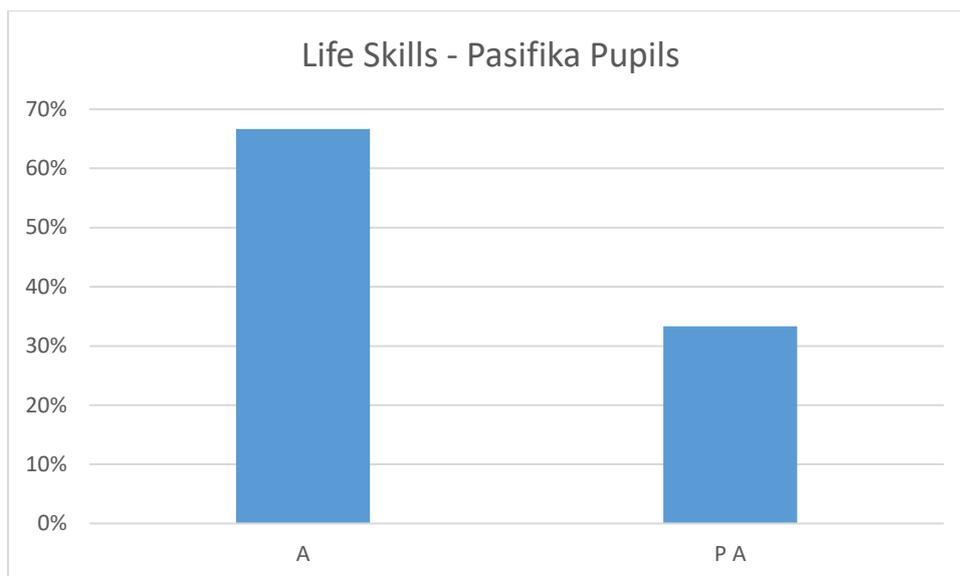
An active physical education programme is provided for pupils. Examples of the programmes include; swimming lessons, cross country, summer sports, winter sports, gymnastics (MIGs), PMP (perceptual motor programme (co-ordination programmes)), dance, yoga, bike riding and sports programmes delivered by Sport BoP and the Special Olympics.

We will continue to invest in the above opportunities. They provide excellent opportunities for pupils to be physically active.

## Life Skills







### **Next Steps**

The majority of the life skills programmes are developed in consultation with an Occupational Therapist. The school has recently employed a new OT. This will help provide additional support and we will target those who are not meeting their goals.

### **Report Summary**

We have had staff and pupils absent due to Covid-19 infections. This has had an impact on student achievement. All members of the senior leadership team expect pupil engagement and achievement to improve next year because there will be less time lost in the classrooms due to Covid-19 sick leave.

Our investments in personnel and resources are paying dividends. The additional funding and staffing has raised achievement in targeted groups across the curriculum.