



# Analysis of Variance Reporting



<b>School Name:</b>	Avonhead School 2021	<b>School Number:</b>	3287
<b>Strategic Aims:</b>	<p>Pike ake te tihi ngā Tahi -Growing Excellence Together</p> <p>To ensure excellence and equity and a focus on driving this through:</p> <ul style="list-style-type: none"> <li>Developing and expanding our innovative teaching and learning and sustainable practices across our school</li> <li>Ensuring all kaiako, tamariki and whānau have a strong sense of whanaungatanga and connection to our school through the development of our cultural narrative and inclusive practices together</li> <li>Excellent teaching and learning programmes, ensuring all students continue to make '<i>sufficient or accelerated progress</i>' across the curriculum with a focus on our Māori and Pasifika akonga</li> </ul>		
<b>Annual Aim:</b>	<ol style="list-style-type: none"> <li>To continue to strengthen student achievement across all areas, with a particular focus on Writing</li> <li>To grow digital technologies and innovative learning across the curriculum through rich authentic learning opportunities</li> <li>To embed visible learning and the development of our student's agency through our digital portfolio and Learner Capabilities</li> </ol>		
<b>Target:</b>	<p><b>Writing:</b></p> <p>To increase the following cohort achievement in writing across our school:</p> <ol style="list-style-type: none"> <li>Year 5: to increase the number of students working at -above expectation in Year 5 from 50% to 75% by the end of the year</li> <li>Year 7 students - to increase the number of students working at -above expectation in Year 7 from 51% to 75% by the end of the year</li> <li>Māori students: to increase the number of our Māori students working at -above expectation from 66% to 75% by the end of the year as well as accelerate more of our Māori writers from at- above expectation</li> <li>Pasifika Students: to increase the number of Pasifika students working at -above expectation 44% to 60% by the end of the year as well as accelerate more of our Pasifika writers from at- above expectation</li> </ol>		
<b>Baseline Data:</b>	<ol style="list-style-type: none"> <li>While the overall percentage of students working at to above expectation in Writing across our school has increased from 50% in 2019 to 73% in 2020, writing is still the area that shows the least progress across our school compared to Reading at 83% and Maths at 88%</li> <li>Year 5: While the number of students working below expectation midway through the year has reduced from 68% to 48% at the end of the year, there has been little shift in those students working at – above expectation.</li> <li>There is a similar pattern with our Year 7 cohort with 63% working below expectation midyear compared to 43% at the end of the year. While there has been a small shift in the number of students working above expectation at the end of the year we have not accelerated as many students as we had expected.</li> <li>The number of Māori students at our school has increased from 41 students in 2018 to 70 students in 2020. The number of Māori students working at – above expectation in Writing is 66% compared to Reading 72% and Maths 74%</li> <li>The number of Pasifika students at our school has also increased from 17 students in 2018 to 31 students in 2020. 48% of our Pasifika students are also on the ESOL roll receiving additional support for English language learning. We have 44% of our Pasifika students working at – above expectation in Writing compared to Reading 65% and Maths 63%</li> <li>Whole school data: <ul style="list-style-type: none"> <li>Maths 88% of our students are working at – above expectation with an increase in those working above expectation</li> <li>Reading 83% of our students are working at – above expectation</li> </ul> </li> </ol>		

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- Writing 73% of our students are working at-above expectation compared to 50% in 2019. This continues to be our major focus for us for 2021

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<ul style="list-style-type: none"> <li>• Moderation of writing more regularly within and across teams and teachers using greater formative &amp; ongoing writing assessments</li> <li>• A greater focus on explicit writing teaching and mixed ability writing groups across some teams</li> <li>• Hoe room mixed ability class teaching of writing and groupings in Year 2</li> <li>• Increased use of devices in the senior school for students who struggle with fine motor skills to increase engagement in writing</li> <li>• Teachers targeting specific writing groups within writing classes and explicitly teaching writing skills. In our senior school students in Y5-8 knowing their writing goals and being able to upload digital evidence of their progress through Spotlight</li> <li>• Ta's working with targeted students through the Quick 60 Literacy Programme</li> <li>• Teachers trialling more mixed ability teaching of writing compared to streamed writing as in previous years</li> </ul>	<ul style="list-style-type: none"> <li>• There has been a significant shift in writing progress for our Māori students with 58% below expectation mid year compared to 34% at the end of the year</li> <li>• 25% of our Pasifika students are below writing still, however midway through the year 45% were – there has been a shift from below to at for our Pasifika writers. Of our Pasifika students 32% have been at our school for less than 1 year also</li> <li>• In Year 2 all students are working at to above expectation with 12% accelerated to above since the start of the year</li> <li>• Greater emphasis on using more formative assessment of writing to determine progress and next steps that more summative assessment in previous years</li> <li>• Students having more agency, particularly in our senior school knowing their learning goals and targeted teaching to support this through their increased use of 'Spotlight' – their digital learning pathways. Increased awareness by our Year 5&amp; 6 students about their specific learning goals and knowing what their next steps are</li> </ul>	<ul style="list-style-type: none"> <li>• Some of the devices (especially chrome books) didn't have as up to date technology for voice to speech and dyslexia fonts that are available on ipads</li> <li>• More than half our students are ELL students so while they did make progress many are still not at expectation as 1/3 of our school roll are funded for ELL support</li> <li>• 48% of our Pasifika students are also on the ELL roll getting extra support for English language learning. While they have made progress, they are below curriculum level expectation for their cohorts</li> <li>• In 2019 133 (20%) of our students have been at Avonhead for less than a year which is reflected in this data also</li> <li>• Excellent progress of students in Year 2 in writing. Teachers reported mixed ability writing and using tuakana helped shift and accelerate writers across their team</li> </ul>	<ul style="list-style-type: none"> <li>• Greater consistency with the moderating of writing across all teams in our school. Prioritising robust discussions and analysis of students writing and next steps each term at a team and Senior Leadership level regularly.</li> <li>• Trial with Year 3/4 students the speech to text – dyslexic font with some of our learning supported students</li> <li>• Continue to expand our Quick 60 programme to target more students &amp; train more of our TA's to run this. Also, to expand the digital portfolio to Year 7/8 in 2021</li> <li>• Ensure our priority students (Māori and Pasifika) students continue to be prioritised and supported through culturally inclusive practices</li> <li>• TA's deliver learning support through the EPE model for our targeted students to ensure rich aural language underpins their literacy learning</li> <li>• Trialling the Liz Kane's Literacy approach 'the Code' (phonics based spelling and literacy programme) with groups of targeted students, to see if this will help accelerate some of our targeted writers further in the senior school.</li> <li>• Revising of SEA testing aligned to best Start Literacy phonics development to see if we can identify earlier students needing extra intervention and support.</li> </ul>

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<b>Planning for next year:</b> <ol style="list-style-type: none"> <li>Increase Learning Support intervention programmes for our students across our school through: Quick 60 (intervention programme to support students at the classroom level) in literacy, Chatterbox (aural language programme that builds students vocabulary to enable them to access the quick 60 programme) in our junior school, introduction of Colourful Semantics introduced into Team ¾ to help students build the structure of language and the Trialling of Liz Kanen 'the Code' spelling &amp; Literacy Programme to try to accelerate writing further across our school</li> <li>EPE model being used by TA's and teachers to enhance language experiences for all our students.</li> <li>Support our school in Early Literacy and phonics PLD to ensure our teaching programmes continue to be aligned to best practice and success</li> <li>Supporting our Team Leaders through the CPPA Middle Leaders course to continue to grow our Leaders across our school</li> <li>Continue to ensure our learning spaces &amp; programmes are innovative and meet the diverse needs of all our students</li> <li>Support our strategic vision and main focus areas outlined in our Strategic Weave.</li> </ol>			