



Analysis of Variance Reporting

School Name:	Avonhead School 2022	School Number:	3287
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Strategic Aims:	<p>Pike ake te tihī ngā Tahī - Growing Excellence Together</p> <p>To ensure excellence and equity through:</p> <ul style="list-style-type: none"> • All kaiako, tamariki (teachers & students) and whānau have a deep understanding of our cultural narrative and a strong sense of whanaungatanga (belonging) and kaitiakitanga. • Our kaiako (teachers) continuously improve practice, deliberately scaffold students' thinking skills, build powerful relationships and empower students to understand and manage their own learning. • All ākonga (learners) think and act in ways that safeguard the future wellbeing of people, our community and our planet. • We are adept and innovative, able to confidently choose and use excellent tools to learn, create, collaborate and share information • Quality information is gathered through excellent assessment practices to analyse, plan and personalise learning for all ākonga (Learners).
Annual Aim:	<ol style="list-style-type: none"> 1. To continue to strengthen student achievement across all areas, with a particular focus on Writing and Reading 2. Support our school in Early Literacy and phonics PLD to ensure our teaching programmes continue to be aligned to best practice and success 3. To embed visible learning and the development of our student's agency through our digital portfolio and Learner Capabilities
Target:	<p>Literacy – Reading and Writing:</p> <p>To increase the following achievement in Reading and Writing across our school:</p> <ol style="list-style-type: none"> 1. To increase the number of students in Year 5 and 7 from working below expectation to at-above 2. Māori and Pasifika students: to increase the number of our Māori and Pasifika students working at -above expectation in Reading 3. Māori and Pasifika students: to increase the number of our Māori and Pasifika students working at -above expectation in Writing
Baseline Data:	<ol style="list-style-type: none"> 1. When looking at the data, we experienced a slight increase in the number of students working below from the end of 2020 to our mid 2021 analysis in Reading. 2. Year 5: At the end of 2020 we had 24% of students working below. Compared to our mid 2021 data this number increased to 33%. 3. Year 7: At the end of 2020 we had 14% students working below. Compared to our mid 2021 data this number increased to 40%. 4. The number of Māori and Pasifika students across our school has increased significantly over three years, from 59 student in 2019, to 105 students in 2021. At the mid point of 2021 we had 51% of our Māori and Pasifika students working at-above in Reading and only 40% working at-above in Writing. <p>Whole school data mid 2021:</p> <ol style="list-style-type: none"> 5. Maths 71.9% of our students are working at – above expectation mid 2021 6. Reading 68.3% of our students are working at – above expectation mid 2021 7. Writing 53.3% of our students are working at-above expectation mid 2021

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"> • Moderation of writing more regularly within and across teams and teachers using greater formative & ongoing writing assessments • A greater focus on explicit writing teaching and mixed ability writing groups across some teams • Increased use of devices in the senior school for students who struggle with fine motor skills to increase engagement in writing • 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 • Teacher Aide's working with targeted students through the Quick 60 Literacy Programme • Introduced the STEPs Literacy programme for a number of our Māori and Pasifika students. 	<ul style="list-style-type: none"> • Our Year 5 cohort who were working below showed an improvement. We had a shift from 33% working below to 23% at the end of the year. 10% of students moved up a level. • Our Year 7 cohort who were below also showed an improvement. We had a shift from 40% working below to 23% at the end of the year. 17% of students moved up a level. • There has been a significant shift in Reading progress for our Māori and Pasifika students with 70% now working at-above at the end of 2021. This is a shift of 19%. • When looking at the outcomes for our Māori and Pasifika students with their Writing progress we had a 54% achieving at-above by the end of the year. This is a positive shift of 14% • Greater emphasis on using more formative assessment of writing to determine progress and next steps that more summative assessment in previous years • 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 and 6 students about their specific learning goals and knowing what their next steps are. 	<ul style="list-style-type: none"> • Even though we moved 10% of our below students in Year 5 and 17% in Year 7, we still have 23% working below in both cohorts. One possibility for this outcome is that we have a large proportion of ESOL students in Year 5 (23%) and Year 7 (26%). They do receive ESOL support and while they did make progress, this could account for some of the students working below. • Almost a third of our students are ELL students so while they did make progress many are still not at expectation. • The positive shift for a number of our Māori and Pasifika students in Reading and Writing is encouraging. With the ESOL support, learning support, targeted grouping, Quick60 and STEP programmes in place, we are seeing positive academic gains. 	<ul style="list-style-type: none"> • Continue to expand our Quick 60 programme to target more students and train more of our TA's to assist with running this. • Ensure our priority students (Māori and Pasifika) students continue to be prioritised and supported through culturally inclusive practices • Continue with the STEPs programme for our Māori and Pasifika students. • Begin whole staff PD on Structured Literacy using Liz Kane's Literacy 'the Code' (phonics based spelling and literacy programme). Implement schoolwide • Revising of SEA testing aligned to best Start Literacy phonics development to see if we can identify earlier students needing extra intervention and support. • To share more collaborative PLD opportunities with our cluster schools to grow expertise of our teachers further especially around writing

Planning for 2022:

1. Undertake Structured Literacy professional development across the whole school using Liz Kane's 'the Code' Spelling and Literacy Programme to try to accelerate spelling, reading, and writing further across our school
2. Continue to ensure our learning spaces & programmes are innovative and meet the diverse needs of all our students
3. Deliver rich experiences that tamariki take part in to further build their literacy and language knowledge
4. Teachers to continue use our SMS to input, track and analyse data regularly to plan students next steps in their learning with them