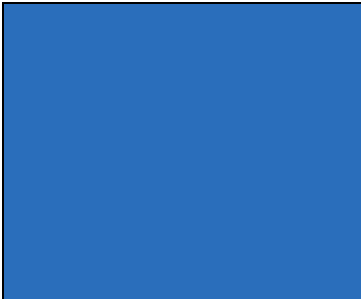


Analysis of Variance Reporting



School Name:	Avonhead School 2020	School Number:	3287
Strategic Aims:	<ol style="list-style-type: none"> Excellent Collaboration and Learning – to embed excellent teaching & learning practices across our school and continue to develop our spaces that allow for flexibility in learning. An Engaged Community – to regularly engage with and involve our whānau and community in all aspects of school life. 		
Annual Aims:	<ol style="list-style-type: none"> To make learning and progress more visible across all areas of the curriculum, increasing students' agency over their learning through the development of our 'spotlight' tool. Strengthen student achievement in all learning areas, personalising learning for all students across our school Staff and students are familiar with the digital technologies curriculum and provide authentic opportunities across our school to grow our students computational and design thinking. 		
Target:	<ol style="list-style-type: none"> All students will make progress and have success with their learning, with a focus on increasing achievement in writing across the school, notably in year 6 & 7 as well as year 1 & 2 writing. Our Pasifika and Māori students will continue to make progress across all areas of the curriculum and targeted teaching practices will support their success, with a focus on writing. 		
Baseline Data:	<p>Writing:</p> <ol style="list-style-type: none"> Year 1: All year 1 students last year were working at expectation in writing mid year, however only 6% were working above expectation at the end of the year. Our goal is to accelerate more of our Y2 writers this year from mid to end of year from at to above for this cohort. Y6 Writing: 38% of all Y6 students were still below in writing at the end of the year. While most students have made progress in terms of sub – level shift our target for this year is to look at accelerating writing progress for this cohort further. Pasifika students: Mid year we had 24% of our Pasifika students were working at expectation in writing and by the end of the year 53% were. Our goal is to accelerate more of our students from at to above in writing this year. Māori students: Our Māori students showed a similar pattern with almost half of our Māori students moving from below to at expectation in writing (56% to 27%), however we would like to continue to accelerate our Māori students in writing further Whole School Data 		




Maths: 88% of our students across the whole school were working at to above expectation by the end of the year compared to 72% mid year
Reading: 83% of our students across the whole school were working at to above expectation by the end of the year compared to 65% mid year
Writing: 75% of our students across the whole school were working at to above expectation by the end of the year compared to 47% mid year. While we have made positive shifts with most students we do have a cohort group of Year 6 & 7 students whose writing progress has not accelerated as we had hoped.

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>
<p>Whole school moderation and discussion around aligning curriculum levels and expectations across our school in writing. This resulted in whole school exemplars of writing sample and levels for teachers and students to use.</p> <p>PLD in teams based on needs of students and teams.</p> <p>Increased use of devices for writing and greater adaptation and scaffolding of writing tasks for students.</p> <p>Teacher aides using technology with students to support their learning.</p> <p>Teacher aides assigned to teams and working in teams with the same individuals and groups of students to build confidence amongst our learning support students.</p> <p>Increasing the number of our students on the Quick 60 programme including our Y5 & 6 priority learning students needing extra support in reading and writing.</p>	<p>Year 3: There was a positive shift in achievement in writing of 42% with 82% now at-above expectation.</p> <p>Year 4: The number of students writing below expectation in this cohort has halved. While we have seen progress with 71% at-above expectation, this cohort will be a continued focus for 2020.</p> <p>Year 5 & 6: We have seen small shifts in progress for this cohort but we still have a number of students not yet at expectation (43%). This is something we will continue to prioritise for 2020.</p> <p>Year 7: The number of students working below expectation in writing has halved from 44 students mid year to 22 students at the end of the year.</p> <p>Year 8: The same pattern can be seen in year 8 with the number of students working below in writing shifting from 29 mid year to 9 students at the end of the year.</p> <p>Māori and Pasifika students: 13 students who were below in writing at the beginning of the year were at expectation. Also 6 students who were at expectation at the</p>	<p>What worked well? Staff are more confident and with assessing against the curriculum levels and writing and knowing students next steps.</p> <p>Whilst we seem to have greater consistency with the marking of writing within teams we still have some variation across teams – this is something we will continue to build on through our PLD.</p> <p>Students had more authentic opportunities and audience for their writing which increased engagement.</p> <p>More teams were connecting writing throughout other areas of the curriculum, so it wasn't always taught in isolation. Writing in context has certainly engaged more of our writers.</p> <p>Writing and reading are being connected more especially through our quick 60 programme. This has been successful for the students on our quick 60 programme.</p> <p>In year 5 & 6 – while there doesn't appear to have been much of a shift in terms of whole cohort</p>	<p>What are our next steps?</p> <p>To continue to prioritise PLD to grow confidence and competence around the writing curriculum and progress outcomes across the staff. Revisit these each term as part of staff PLD.</p> <p>Continue to prioritise the regular sharing of writing programmes and progress at our senior leadership meetings each term also.</p> <p>Our senior students (Y5-8) using the spotlight learner agency tool to track and monitor their own next steps and progress through the literacy learning progressions.</p> <p>Encouraging staff and students to share their writing with each other through digital technology platforms, including our new Assesit library platform.</p> <p>Teachers visiting other teams & schools to observe writing programmes and learning to enable them to reflect on their on practice – with an emphasis on accelerating writing progress across our school.</p>

<p>Scaffolding and breaking writing tasks down more for our learning support students based on the scaffolding and PLD work we did with the RTLB on writing in 2018.</p> <p>Workshopping and targeted teaching across teams around the elements of writing.</p> <p>Increased opportunities for students to have choice over their writing topics as well as increased opportunities for students to share their writing.</p>	<p>beginning of the year are now above in writing. This has been a small shift and something we want to prioritise again for next year.</p>	<p>writing progress, all students have progressed in terms of curriculum sub. Of the 8 students who seem to have plateaued in the writing progress last year, 6 were ESOL students who were also receiving ESOL support. They will be a focus group this year.</p>	<p>To continue to grow and embed Digital Technology Curriculum across our school - upskilling our students and teachers through authentic learning and supported PLD opportunities.</p> <p>Another priority and focus for this year is to grow our sustainable practices and embed these across our teams and school more.</p>
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Planning for next year: Planned Actions for 2020			
<ol style="list-style-type: none">1. PLD opportunities & budget supports and grows teacher expertise and learner pathways for students, with a focus on Digital Technologies, Health & PE, Restorative and wellbeing practices & writing.2. Continue to grow our Team Leader's capabilities through PLD opportunities and networking.			

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3. Continue to promote visible learning across the school through the use of digital technologies and platforms as well as spotlight SMS tool across our senior school
 4. Continue to support the development of the Quick 60 Literacy Programme across the school as well as other initiatives to raise student achievement.
 5. To continue to monitor and share student progress across our school on a regular basis developing our parent portal through our SMS.
 6. Ensure our flexible learning spaces continue to meet the needs of all our learners and teachers so that best practice in terms of differentiated learning takes place.
 7. All staff implement the Digital Technologies Curriculum through authentic learning opportunities
 8. Continue to prioritise our Māori and Pasifika learners and our cultural practices reflect our cultural responsiveness.
 9. Regularly engage and support initiatives that brings our community together.
 10. Promote and ensure Tāitaiako practices are part of our school culture