

## Alfriston Primary School Analysis of Variance 2020



<p><b><u>Strategic Goal:</u></b></p> <p>All students will experience a supportive, positive and effective learning environment.</p>			
<p><b><u>Annual Aims - READING:</u></b></p> <p>1a) To increase the number of students achieving at or above expectation in Reading</p> <p>1d) To increase the number of Maori students achieving at or above expectation in Reading</p>			
<p><b><u>Targets: READING</u></b></p> <ol style="list-style-type: none"> <li>1. 90% at or above expectation curriculum level across the school</li> <li>2. 75% of our Maori learners will met or exceed expectation</li> <li>3. Boys need to be accelerated to achieve goal of 80% at or above expected curriculum level</li> </ol>			
<p><b><u>Baseline Data:</u></b></p> <p>80% of students are reading at or above expectation with 16% exceptional achievement. (Fell short of target by 5%) However we have improved our position from 77% at June to now 80%. 97% of Year 8 students are at or above expectation. 100% of Year 6 students are at or above expectation, with 39% exceptional achievement. This cohort has made significant gains this year. 27% of Year 4 readers are achieving at exceptional. 89% of all Year 4 students are tracking at or above expectation. Students after two years at school have improved their achievement by 21% from 2018. (Still short by 20% against target).</p> <p>63% (39/62) of Māori students are achieving at or above expectation. 88% of Year 8 Māori students are achieving at or above expectation. 78% of Year 5 students are achieving at or above expectation. 100% of Year 6 students are achieving at or above expectation. Underachieving Māori students are over represented in Year 1 - 100% below expectation after one year at school.</p>			
<p><b><u>Actions</u></b> <b><u>What did we do?</u></b></p> <ul style="list-style-type: none"> <li>• Target students tracked and monitored closely at both team and school level</li> <li>• Accelerated learning needs presented regularly across the school</li> </ul>	<p><b><u>Outcomes</u></b> <b><u>What happened?</u></b></p> <ul style="list-style-type: none"> <li>• 71% of learners were at of above their expected curriculum level at the end of 2020</li> <li>• 41% of learners were above or exceptional against their expected curriculum level at the end of 2020</li> </ul>	<p><b><u>Reasons for the Variance</u></b> <b><u>Why did it happen?</u></b></p> <ul style="list-style-type: none"> <li>• 2020 was a disruptive year due to Covid 19</li> <li>• Many learners were not able to get the traction necessary for sustained progress</li> <li>• Some learners made great progress</li> </ul>	<p><b><u>Evaluation</u></b> <b><u>Where to next?</u></b></p> <ul style="list-style-type: none"> <li>• Revise Reading progressions to assist teachers and learners to identify progress made and next steps</li> <li>• Literacy leader working alongside team to support teachers with the</li> </ul>

<ul style="list-style-type: none"> <li>• Use of reading assessment tools revisited</li> <li>• OTJ moderation with a focus on triangulating data (interim)</li> <li>• Purchased updated student reading material</li> <li>• Quick 60 and Lexia, Reading Recovery</li> <li>• Student achievement data checked at interim</li> </ul>	<ul style="list-style-type: none"> <li>• 58% of our Maori learners were at or above their expected curriculum level at the end of 2020</li> <li>• 67% of our male learners were at or above their expected curriculum level at the end of 2020</li> <li>• 36% of male learners were above or exceptional against their expected curriculum level at the end of 2020</li> </ul>	<p>due to the home support during distance learning</p> <ul style="list-style-type: none"> <li>• Quality digital learning impacted positively along with regular teacher input</li> </ul>	<p>pedagogy and practice</p> <ul style="list-style-type: none"> <li>• Literacy leader modelling and providing workshops to meet teacher needs</li> <li>• Purchasing of quality resources to align with progressions</li> <li>• Opportunities for reading mileage at school (SSR)</li> <li>• Priority for teachers to read aloud - quality texts</li> </ul>
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**Planning for Next Year:**  
 2021 Targets:  
 70% of our Year 2 learners to be at or above their expected curriculum level  
 70% of our Year 3 learners to be at or above their expected curriculum level

**Strategic Goal:**  
 All students will experience a supportive, positive and effective learning environment.

**Annual Aims- WRITING:**  
 1b) To increase the number of students achieving at or above expectation in Writing  
 1e) To increase the number of Maori students achieving at or above expectation in Writing

**Targets: WRITING**  
 1. Targets will be set to address the 33% (60) boys across the school who are achieving below expectation and the 53%(33) of Māori students achieving below expectation. Targeted year groups include: Year 1 and Year 2 (2019).

**Baseline Data:**  
 75% of students are achieving at or above expectation. 31% (19) of those are above or exceptional achievement. Two of those exceptional students are Māori students. We achieved a 2% increase from last year.  
 29% of Year 3 students are achieving above or exceptional achievement.  
 83% of Year 8 students are achieving at or above expectation (this cohort were at just over 70% in 2018).  
 93% of Year 6 students are at or above expectation (this cohort were at 86% in 2018)  
 11% of Māori students across the school are achieving above or exceptional.  
 53% of Māori students across the school are achieving below expectation.  
 86% of Year 1 Māori students are achieving below expectation - over represented after one year at school.  
 66% of Year 6 Māori students are achieving at or above expectation.

<p><b>Actions</b>  <b>What did we do?</b></p> <ul style="list-style-type: none"> <li>• In team and across school writing moderation with a focus on</li> </ul>	<p><b>Outcomes</b>  <b>What happened?</b></p> <ul style="list-style-type: none"> <li>• 64% of male learners were at or above their expected curriculum level</li> </ul>	<p><b>Reasons for the Variance</b>  <b>Why did it happen?</b></p> <ul style="list-style-type: none"> <li>• 2020 was a disruptive year due to Covid 19</li> </ul>	<p><b>Evaluation</b>  <b>Where to next?</b></p> <p>Student needs:</p>
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<p>consistency of assessment and promoting student assessment capabilities</p> <ul style="list-style-type: none"> <li>Boys targeted writing groups utilising devices and e-Learning strategies to engage and stimulate writers</li> <li>First Steps (2<sup>nd</sup> edition) as a resource for effective teaching of writing</li> <li>Phonics based individualised student writing programmes</li> </ul>	<p>at the end of 2020</p> <ul style="list-style-type: none"> <li>44% of Maori learners were at or above their expected curriculum level at the end of 2020</li> <li>39% of Year 1 learners were at or above their expected curriculum level at the end of 2020</li> <li>59% of Year 2 learners were at or above their expected curriculum level at the end of 2020</li> </ul>	<ul style="list-style-type: none"> <li>Many learners were not able to get the traction necessary for sustained progress</li> <li>Some learners made great progress due to the home support during distance learning</li> <li>Quality digital learning impacted positively along with regular teacher input</li> </ul>	<p>Continue to timetable sufficient time for students to consolidate and extend their writing skills across the curriculum.</p> <ul style="list-style-type: none"> <li>Improve oral language exchanges</li> </ul> <p>Teachers to:</p> <ul style="list-style-type: none"> <li>continue to teach text deconstruction and planning, prior to writing</li> <li>focus on quality of oral learning exchanges (8 people affirmations)</li> <li>continue to draw on exemplars to set standards and expectations</li> <li>continued focus on the development of deep features</li> <li>Across team moderation using First Steps</li> </ul>
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**Planning for Next Year:**

2021 Target:

80% of our all learners to be at or above their expected curriculum level

**Strategic Goal:**

All students will experience a supportive, positive and effective learning environment.

**Annual Aims:**

1c) To increase the number of students achieving at or above expectation in Mathematics

**Targets: MATHEMATICS**

- Targets will be set for high achievement in Years 4-8 (90%) at or above expectation. Students in Years 1-3 will have a target of 80% at or above expectation.

**Baseline Data:**

Analysis of the school-wide data in Mathematics at the end of 2018 showed:

78% of students across the school are achieving at or above expectation

83% of Year 8 students are achieving at or above expectation

82% of Year 5 students are achieving at or above expectation, with 53% of this cohort above or exceptional

89% of Year 4 are at or above expectation, with 55% of this cohort above or exceptional

70% of Year 1 students are achieving at or above expectation

70% of Year 4 Māori students are achieving at or above expectation

54% of Māori students across the school are achieving at or above expectation

67% of Māori students in Year 5 are at or above expectation

66% (4 /7) Māori students are achieving below expectation in Year 1

**Actions**

**What did we do?**

- Strategic planning of spending - resources targeted at need areas
- Introduce computational thinking as a Mathematical strand and link to the digital technology curriculum
- Allocate resources to support the introduction of computational thinking
- Enrichment Math programmes - various
- Early years Mathematical development focus
- Trialled online platforms to support classroom teaching and learning

**Outcomes**

**What happened?**

- 73% of Year 4-8 learners were at or above their expected curriculum level at the end of 2020
- 76% of Years 1-3 learners were at or above their expected curriculum level at the end of 2020

**Reasons for the Variance**

**Why did it happen?**

- 2020 was a disruptive year due to Covid 19
- Many learners were not able to get the traction necessary for sustained progress
- Some learners made great progress due to the home support during distance learning
- Quality digital learning impacted positively along with regular teacher input
- Some programmes planned for 2020 were unable to occur due to Covid 19

**Evaluation**

**Where to next?**

**Student needs:**

Equitable access to online Maths programmes

Continue to build on knowledge of individual learning and assessment pathways

**Teachers to:**

Plan for rich, authentic and multi stepped approach to problem solving

Apply computational thinking to measurement, geometry, fractions, ratios and proportions, statistics

**Planning for Next Year:**

2021 Targets:

70% of our NZ Māori learners to be at or above their expected curriculum level

70% of our Year 7 learners to be at or above their expected curriculum level