

Analysis of Variance Reporting



School Name:	Sunnyvale Primary School	School Number:	1519
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Strategic Aim:	LEARN: All learners will make at least one year's progress every year.																														
Annual Aim:	All students would have progressed 2-4 sub-levels in literacy and numeracy per year.																														
Target:	90% of students achieving within or above expected levels and making progress of 2-4 sub-levels per year.																														
Baseline Data:	<p>Our baseline data shows 56% at or above in Reading, 60% within or above in Writing and 53% at or above in Maths. This data was impacted by the Delta/Omicron outbreak. Our school is based in West Auckland which was one of the areas that was hardest hit by this outbreak. Unfortunately this ongoing issue with illness and absenteeism continued throughout 2021, impacting students and staff.</p> <table border="1"> <thead> <tr> <th></th> <th>Below</th> <th>Within</th> <th>Above</th> <th>% WA</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>July</td> <td>46</td> <td>48</td> <td>6</td> <td>54%</td> </tr> <tr> <td>Dec</td> <td>40</td> <td>49</td> <td>11</td> <td>60%</td> </tr> <tr> <td>Maths</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>July</td> <td>52</td> <td>43</td> <td>5</td> <td>48%</td> </tr> </tbody> </table>		Below	Within	Above	% WA	Writing					July	46	48	6	54%	Dec	40	49	11	60%	Maths					July	52	43	5	48%
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	Dec	47	39	14	53%
Reading	Below	Within	Above		
July	57	33	10	43%	
Dec	44	32	24	56%	

Actions
What did we do?

We co-constructed Quality Practice Indicators for each professional standard, which aligned with our school values. We then co-constructed overarching QPI for all staff. We used professional reading, research and professional discussion to support the co-construction of these. We reviewed these and shared these with our community.

Our observation, feedback/feedforward and professional growth cycle meetings aligned with these QPI.

Through these observations, feedback and discussions we identified that teacher professional capacity and capability within understanding, planning, implementing and

Outcomes
What happened?

As a school we have developed shared practice and depth of understanding about:

- Scrutiny, evaluation, and moderation practices that look in-depth at core achievement information termly and processes in place if a child is falling behind expected rates of progress.
- Data and teaching impact analysed with tracking practices understood and applied consistently.
- Review of intervention

Reasons for the variance
Why did it happen?

Our target was as follows:

90% of students achieving within or above expected levels and making progress of 2-4 sub-levels per year.

Our December data was as follows:

Writing	Below	Within	Above	% WA
July	46	48	6	54%
Dec	40	49	11	60%
Maths	Below	Within	Above	
July	52	43	5	48%
Dec	47	39	14	53%
Reading	Below	Within	Above	
July	57	33	10	43%
Dec	44	32	24	56%

Our focus cohorts for 2023 are:

Year 4 and Year 6 Writing

Year 4 and Year 6 Maths

Year 2 Reading

In comparison with our 2021 data this shows:

Evaluation
Where to next?

We developed the following guiding questions to support our evaluation and future direction:

1. How well do we **identify** the next steps for our learners?
2. How effectively are our formative assessment practices **informing positive impact** on learner's outcomes and feelings of success?

How well do we **support and scaffold** the growth of pedagogical knowledge across our team?

measuring Deliberate Acts of Teaching and Acceleration was an area for further development.

practices- impact- what works for who and what does not.

Note: This 2021 data is inclusive of 75% of our students, due to the lengthy 2021 Auckland lockdown. Over 100 students' data was not accessible/assessed. This data was based on teacher judgement if a student was likely to have met the expected level.

We identified that of our 50-60% of students at risk of not making progress, 90% of those students were attending school less than 4 days per week. This was exacerbated by COVID-19.

These outcomes are ongoing and iterative and will continue to be embedded in 2023.

We developed and implemented an attendance strategy in Term 3 2022. This strategy resulted in overall attendance rates averaging at 85%.

We developed a shared inquiry practice around Deliberate Acts of Teaching for Acceleration. This inquiry became the focus for our regular team meetings. Through this inquiry we shared and evaluated practice for impact on student progress.

Teachers are able to clearly plan, implement and evaluate specific, deliberate acts which are targeted to increase rates of progress for individuals and groups.

We developed and implemented the following tools to measure progress

	Writing	Below	Within	Above
		39%	51%	10%
	Reading	Below	Within	Above
		52%	34%	13%
	Maths	Below	Within	Above
		55%	39%	6%

This happened because:

Our teachers' professional knowledge and capability in planning, implementing and measuring DATs increased.

Our student attendance in Term 3 increased.

Our shared practices and understandings ensured that teaching, learning, assessment and whanau engagement was consistent and cohesive.

The impact of COVID-19 and the isolation mandates over Term 1-2 had a significant impact on these achievement rates. Over that time period we had several staff changes which also had an impact. Going forward into 2023 we have several new staff to induct into our shared practices, understandings and QPI. We are aware of the need to manage this well and have planned for this. The cohorts most impacted are those at areas of high curriculum transition- Year 3 2022 Early Level 2, Year 5 2022 Early Level 3 and Year 2 Reading (Needs to be Level 12+). These transition areas require a breadth of learning

Tātaritanga raraunga

- Teacher GAP analysis fortnightly
- Progress graphs- each term
- Progress pyramids- each term
- Rates of progress data alongside OTJ- twice per year
- Visual progress displays in classrooms
- Reflection books

experiences, which were difficult to achieve during the lockdowns in Auckland.

Our rates of progress data shows as follows:

	Not making progress	Making progress	Making progress at the expected rate
Maths	17%	29%	54%
Reading	15%	33%	51%
Writing	14%	32%	53%

The difference between our rates of progress data and our achievement data shows the following:

- Our learners are making progress
- Many of our learners are making progress at an accelerated rate
- The intervention programmes are having an impact
- Many more of our learners would have been within the expected level if they had not had the impact of COVID in Terms 1-2



Planning for next year:

Tātaritanga raraunga
We will undertake a review using the following questions/drivers:

<p>Investigating questions/drivers</p> <p>How well do we identify attendance and engagement data concerns and what do we do with that data?</p> <p>Rationale: A large percentage (average 50-60%) of our students at-risk of not making one year of progress are attending school 80% or less.</p>	<p>How will we know/activities?</p> <p>Review current attendance strategy and practices</p> <p>Further develop attendance strategy</p> <p>Implement changes/new approaches and review these</p>		
<p>How effectively are our assessment practices and processes understood and consistently used to inform teacher practice and pedagogical decision making?</p> <p>Rationale: There is capacity to build adaptive expertise around the use of both qualitative and quantitative data to inform decision making about next teaching steps and deliberate acts.</p>	<p>Survey teachers</p> <p>Reciprocal visits as part of PGC</p>		
<p>How well do we support and scaffold teachers (especially new staff) to develop effective, consistent data literacy?</p> <p>Rationale: We have several new staff members and as we develop we need to ensure iterative cycles of improvement building on prior knowledge and experiences.</p>	<p>Induction hui (staff) PGC conversations</p>		
<p>To what extent are whānau involved and how do they feel about our reporting, connections and support?</p> <p>Rationale: We have put many systems in place to support educationally powerful connections. We need to evaluate how these are going.</p>	<p>Induction hui (whānau) Whānau hui Fono SLC Rongohia Te Hau</p>		

What makes our curriculum powerful and connected for our ākonga and their whānau?

Developing our local curriculum through our recently formalised partnership with our mana whenua Te Kawerau a Maki

Tātaritanga raraunga

Rationale: We have developed our local curriculum over the past three years. We are now engaging in a partnership with mana whenua and working on implementing the Aotearoa Histories curriculum.

Developing our Aotearoa Histories curriculum with the support of Poutama Pounamu

We have designed a rubric to support this evaluation. In Term 4 2022 we will revisit the rubric and collate the responses. Based on the results we will plan our next steps for ongoing monitoring, iterative improvement and/or further development. The July OTJ and tracking rates of progress each term will support the monitoring and planning for interventions for the target cohorts.