



Analysis of Variance Reporting 2021

Area	Target Cohort			
Writing	Boys	Girls		
	All ethnicities	NZ Maori	Pasifika	Other
	Writing	Maths	Reading	Other
Annual Target	Reasoning			
Year 4-6 students will have 60% or more working at the expected level for writing by the end of 2020.	<p>Covid-19 lockdowns have impacted the progress for all children in 2020. At the end of 2020, our Yr 3-5 data for writing showed a continued trend of under achieving in writing</p> <p>Base line data: Year 4 (2020 Year 3) = 29% at or above expected level Year 5 (2020 Year 4) = 31% at or above expected level Year 6 (2020 Year 5) = 18% at or above expected level</p>			
Actions	<p>Clear understanding of what the expectation looks like for each curriculum level. Moderate within and across teams across the whole school Development of phonics programme throughout the school</p> <p>Target group of students who are working just below where they should be working at the end of 2020. Each teacher will have a teaching inquiry where they track 2 of these children over the term and report back on progress. This target group will have focussed support from year group teacher aide</p>			
Variance	Due to the extended Covid-19 lockdown in 2021, data was unable to be collected for this cohort. Baseline data will be taken at the end of Term 1 2022 using the same cohort			

Area	Target Cohort			
Maths	Boys	Girls		
	All ethnicities	NZ Maori	Pasifika	Other
	Writing	Maths	Reading	Other
Annual Target	Reasoning			
For students who are just below in Years 3-6 to have made at least a years progress (one Curriculum Level) in Maths	<p>Covid-19 lockdowns have impacted the progress for all children in 2020. At the end of 2020, our schoolwide data for maths showed a trend of under achievement, especially in the group of children who are just below expected level.</p> <p>Base line data: Year 3 (2020 Year 2) = 35% below expected level Year 4 (2020 Year 3) = 60% below expected level Year 5 (2020 Year 4) = 34% below expected level Year 6 (2020 Year 5) = 39% below expected level</p>			
Actions	<p>Clear understanding of the expectation of moving a curriculum level for each student. Moderate within and across teams across the whole school PLD for teacher aides to support these children in Maths knowledge. IEP for these students, whanau engagement each term.</p>			
Variance	Due to the extended Covid-19 lockdown in 2021, data was unable to be collected for this cohort. Baseline data will be taken at the end of Term 1 2022 using the same cohort			

Area	Target Cohort			
Cultural responsiveness	Boys	Girls		
	All ethnicities	NZ Maori	Pasifika	Other
	Writing	Maths	Reading	Other
Annual Target	Reasoning			
To embed effective culturally responsive pedagogy that supports and promotes tamariki, whānau and staff with reference to Ka Hikitia, Tapasa, Tataiako	We do not have a process of gathering evidence within our teaching and learning that culturally responsive pedagogy is at the forefront of teaching and learning.			
Actions	<p>The curriculum makes connections to learners' lives, prior understandings, out-of-school experiences and real-world contexts and this is evident in weekly planning and assessment.</p> <p>The cultural competencies for teachers of Māori and Pasifika students can be observed in teacher practice.</p> <p>Develop greater culturally responsive practices and depth the understanding of Tataiako.</p> <p>MASAM/Pasifika PLG and Leaders to gather evidence of CR pedagogy and report back to SLT end of Term 1 and Term 4</p>			
Variance	Due to the extended Covid-19 lockdown in 2021, data was unable to be collected. However, work on our Local Curriculum was well underway in Terms 1 and 2 with an external provider and will continue in 2022.			