Analysis of Variance 2022

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 2022.	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 **Base line data:** Base line data will be taken at the end of Term 1 2022. End of Term 1 13% of Year 4-6 students are working at or above the expected level in writing
Actions	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 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
AoV	End of Term 4 49% of Year 4-6 students are working at or above the expected level in writing
2023 plan	Year 5-6 students will have extra support in writing, phonics, vocabulary etc. This will be linked with our bilingual learners in Year 5-6. Another teacher has been employed to provide support.

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	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. **Base line data:** Base line data will be taken at the end of Term 1 2022. End of Term 1 2022 39% of Year 3-6 students were just below expected level at the end of Term 1
Actions	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.
AoV	Of the 39% of students who were working below the expected level at the end of Term 1, 78% of these students made one year progress (3 sub levels) by the end of 2022
2023 plan	To ensure that these children remain target children over 2023 so progress is maintained, maths data will be analysed on a termly basis. Curriculum Leaders will be having PLD (kahui ako) in maths and bring this PLD back into teams.

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	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. The cultural competencies for teachers of Māori and Pasifika students can be observed in teacher practice. Develop greater culturally responsive practices and deepen the understanding of Tataiako. MASAM/Pasifika PLG and Leaders to gather evidence of CR pedagogy and report back to SLT end of Term 1 and Term 4
AoV	This did not take place in 2022. Changes in staffing and absences due to covid delayed our inquiry into this.
2023 plan	AP (Curriculum) will lead this with the Curriculum Leaders in 2023. Discussions around CR will be at the forefront of all meetings that take place at PPS. Student and teacher voice will be used to gather data.