

Statement of Variance – AOV 2022



School Name:	Maangere Bridge School	School Number:	1346
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Strategic Aim:	To deliver an inclusive, innovative, authentic and responsive local curriculum that engages all students to achieve equitable and excellent outcomes.
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Analysis of Variance Reporting Reading 2022

Annual Aim:	The annual aim is for 85% of all MBS students working at or above curriculum level in reading with a specific focus on providing effective procedures, systems and programmes that support culturally and linguistically diverse students to reach their full potential.
Target: 2022	The following are the annual targets: 85% of all MBS students to achieve at or above curriculum level 85% of all Pasifika students to achieve at or above curriculum level 85% of all Maaori students to achieve at or above curriculum level 85% of all Year 0 - 6 students to achieve at or above curriculum level
Baseline Data: EOY 2021	According to the Overall Teacher Judgements (OTJ's) which are based on multiple sources of evidence collected such as standardised tests, learning conversations, referenced testing and observations the end of year 2021 data indicates the following: In Reading a total of 42% students achieving at and above curriculum level. (Excluding Te Hiaroa) In Writing a total of 41% students achieving at and above curriculum level. (Excluding Te Hiaroa) In Mathematics a total of 52% students achieving at and above curriculum level. (Including Te Hiaroa)

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>
<ul style="list-style-type: none"> *The teachers analysed the mid-year student achievement data and discussed next steps in staff and whaanau/team hui. *The Leadership team analysed the EOY student achievement data and discussed school wide next steps *Teachers were involved in identifying tracking and analysing student achievement data *The Leadership team met at the beginning and mid-year to discuss an action plan and next steps. *Teachers shared student achievement and identified specific needs and recommendations to inform planning *School wide moderation in reading using the reading learning progressions framework and PaCT *Reading Recovery to support at risk readers *ALL (Accelerated Literacy Learning) groups school wide working with the Deputy Principal *ELL Support with ESOL students *At-risk of returning to school Pasifika learners, *Teacher Survey Feedback *ESOL Audit information supports specific target areas *Use of Dual Language resources for ELL *Observations and feedback *External PLD 'First Chance', in class observations and feedback for whole school 	<p>The EOY Reports on Student progress and achievement 2022 highlighted the following:</p> <p>In Mathematics a total of 62% students achieving at and above curriculum level. (Including Te Hiaroa)</p> <p>In Reading a total of 46% students achieving at and above curriculum level. (Excluding Te Hiaroa)</p> <p>In Writing a total of 35% students achieving at and above curriculum level. (Excluding Te Hiaroa)</p>	<ul style="list-style-type: none"> *New Entrant students are arriving at school with very low literacy foundation skills specifically in oral language. *Increase in English Second language learners and students with diverse speech language needs at MBS *Increase in new entrant students with high needs and primary focus is school readiness and transition to school. *COVID-19 has impacted on literacy acquisition and progress *Maaori and Pasifika students lack of re-engagement and returning to school *Analysis of Variance – The covid effect 	<ul style="list-style-type: none"> To set specific goals using the Annual Plan 2023 To provide professional development for teachers to support literacy. To provide professional development to support all teachers using the new Refreshed Curriculum – Te Mataiaho To continue using the Learning Progression Framework LPF and PaCT tool for moderating student's progress in reading. To provide professional development for all staff through External provider focussing on 'Relationships First' evidence-based research 'Teaching to the Northeast' Russell Bishop To provide resources to support students to be full engaged and at school everyday. To provide professional development to support learning support/Teacher Aides with moderate to high needs students. To provide professional development for leadership team to support teachers in the school specifically in literacy. To use effective reading resources that cater specifically for Māori and Pasifika Students To provide professional development in the Tapasa Framework Document
Planning for next year: Targets for 2023			
<ul style="list-style-type: none"> 'Acceleration for many, progress for all' 85% Reading, Writing and Mathematics (All Students) 85% Reading, Writing and Mathematics (Maaori Students) 85% Reading, Writing and Mathematics (Pacific Island Students) 			

Analysis of Variance Reporting Writing 2022

Annual Aim:	The annual aim is for 85% of all MBS students working at or above curriculum level in writing with a specific focus on providing effective procedures, systems and programmes that support culturally and linguistically diverse students to reach their full potential.
Target: 2022	The following are the annual targets: 85% of all MBS students to achieve at or above curriculum level 85% of all Pasifika students to achieve at or above curriculum level 85% of all Maaori students to achieve at or above curriculum level 85% of all Year 0 - 6 students to achieve at or above curriculum level
Baseline Data: EOY 2021	According to the Overall Teacher Judgements (OTJ's) which are based on multiple sources of evidence collected such as standardised tests, learning conversations, referenced testing and observations the end of year 2020 data indicates the following: In Reading a total of 42% students achieving at and above curriculum level. (Excluding Te Hiaroa) In Writing a total of 41% students achieving at and above curriculum level. (Excluding Te Hiaroa) In Mathematics a total of 52% students achieving at and above curriculum level. (Including Te Hiaroa)

Analysis of Variance Reporting Writing in 2022

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>
<ul style="list-style-type: none"> *The teachers analysed the mid-year student achievement data and discussed next steps in staff and whanau/team hui. *The Leadership team analysed the EOY student achievement data and discussed school wide next steps *The teachers were involved in identifying tracking and analysing student achievement data *Teachers shared student achievement and identified specific needs and recommendations to inform planning *School wide moderation in writing using the writing progressions framework and PaCT *Reading Recovery to support at risk readers. *ALL (Accelerated Literacy Learning) groups school wide working with the Deputy Principal *ELL Support with ESOL students *At-risk of returning to school Pasifika learners, (Target group of students) *Teacher Survey Feedback *ESOL Audit information supports specific target areas *Use of Dual Language resources for ELL * Observations and feedback to support *External PLD 'First Chance', in class observations and feedback for whole school *Longworth Education 'Play based Learning in class coaching and PLD for Juniors to build oral language 	<p>The EOY Reports on Student progress and achievement 2022 highlighted the following:</p> <p>In Mathematics a total of 62% students achieving at and above curriculum level. (Including Te Hiaroa)</p> <p>In Reading a total of 46% students achieving at and above curriculum level. (Excluding Te Hiaroa)</p> <p>In Writing a total of 35% students achieving at and above curriculum level. (Excluding Te Hiaroa)</p>	<ul style="list-style-type: none"> *New Entrant students are arriving at school with very low literacy foundation skills specifically in oral language. *Increase in English Second language learners and students with diverse speech language needs at MBS *Increase in new entrant students with high needs and primary focus is school readiness and transition to school. *COVID-19 has impacted on literacy acquisition and progress *Professional development and support in literacy unable to continue during lock down *Maaori and Pasifika students were slower to return to school after lockdown *Analysis of Variance – The covid effect Planning for Covid-19 significantly impacted on our ability to achieve our annual plan outcomes in 2022 *Access to digital technology resources limited for whanau and delay in receiving MOE hardpacks *Maaori and Pasifika students lack re-engagement and returning to school *Analysis of Variance – The covid effect 	<ul style="list-style-type: none"> To set specific goals using the Annual Plan 2023 To provide professional development for teachers to support literacy. To provide professional development to support all teachers using the new Refreshed Curriculum – Te Mataiaho To continue using the Learning Progression Framework LPF and PaCT tool for moderating student's progress in writing. To provide professional development for all staff through External provider focussing on 'Relationships First' evidence-based research 'Teaching to the Northeast' Russell Bishop To provide resources to support students to be full engaged and at school everyday. To provide professional development to support learning support/Teacher Aides with moderate to high needs students. To provide professional development for leadership team to support teachers in the school specifically in writing. To use effective writing resources that cater specifically for Māori and Pasifika Students To provide professional development in the Tapasa Framework Document To provide professional development across the Kahui Ako support in Writing.
Planning for next year: Targets for 2023			
<ul style="list-style-type: none"> 'Acceleration for many, progress for all' 85% Reading, Writing and Mathematics (All Students) 85% Reading, Writing and Mathematics (Maaori Students) 85% Reading, Writing and Mathematics (Pacific Island Students) 			

Analysis of Variance Reporting Mathematics 2022

Annual Aim:	The annual aim is for 85% of all MBS students working at or above curriculum level in mathematics with a specific focus on providing effective procedures, systems and programmes that support culturally and linguistically diverse students to reach their full potential. To also support students to feel positive about learning mathematics and seeing themselves as capable mathematicians.
Target: 2022	The following are the annual targets: 85% of all MBS students to achieve at or above curriculum level 85% of all Pasifika students to achieve at or above curriculum level 85% of all Maori students to achieve at or above curriculum level 85% of all Year 0 - 6 students to achieve at or above curriculum level
Baseline Data: EOY 2021	According to the Overall Teacher Judgements (OTJ's) which are based on multiple sources of evidence collected such as standardised tests, learning conversations, referenced testing and observations the end of year 2021 data indicates the following: In Reading a total of 42% students achieving at and above curriculum level. (Excluding Te Hiaroa) In Writing a total of 41% students achieving at and above curriculum level. (Excluding Te Hiaroa) In Mathematics a total of 52% students achieving at and above curriculum level. (Including Te Hiaroa)

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>
<ul style="list-style-type: none"> *Increase in teacher ownership of data. *Development of teacher data capability *Curriculum Leader (DP) led maths moderation school wide using the Maths learning progression framework/PaCT leading to increased teacher knowledge *Involvement in DMIC (Massey University Home school partnership Research Project) providing planning support at team level each term *Observations, in class support/mentoring to strengthen effective DMIC practices and problems *Whaanau workshops to utilise experiences from home/outside of school to strengthen and support authentic maths learning experiences in school *Continued to develop the breadth of the maths programme through DMIC planning in teams *Continued to develop teacher capability in delivery of problem-solving maths *Continued to develop student problem solving capability. 	<p>The EOY Report on Student progress and achievement 2022 highlighted the following:</p> <p><i>In Mathematics a total of 62% students achieving at and above curriculum level. (Including Te Hiaroa)</i></p> <p>In Reading a total of 46% students achieving at and above curriculum level. (Excluding Te Hiaroa)</p> <p>In Writing a total of 35% students achieving at and above curriculum level. (Excluding Te Hiaroa)</p>	<ul style="list-style-type: none"> *Approaches to maths delivery during lockdown varied across year levels and determined according to student capability e.g. seesaw tasks vs DIMIC lessons on zoom *Reduced contact time meant some areas of maths were not covered. *Teacher content knowledge in all areas of maths still being developed particularly for new staff and teachers who have changed year levels *Student understanding in all areas of maths still needs to be built due to limited contact time 	<ul style="list-style-type: none"> To set specific goals using the Annual Plan 2023 To provide professional development for teachers in mathematics. To provide professional development to support all teachers using the new Refreshed Curriculum – Te Mataiaho To continue using the Learning Progression Framework LPF and PaCT tool for moderating student's progress in mathematics. To provide professional development for all staff through External provider focussing on 'Relationships First' evidence-based research 'Teaching to the Northeast' Russell Bishop To provide resources to support students to be full engaged and at school everyday To provide professional development to support learning support/Teacher Aides with moderate to high needs students To provide professional development for leadership team to support teachers in the school specifically in mathematics. To use effective reading resources that cater specifically for Māori and Pasifika Students To provide professional development in the Tapasa Framework Document To review DMIC Mentors in the school To review the Teaching and Learning site

Planning for next year: Targets for 2023

'Acceleration for many, progress for all'
 85% Reading, Writing and Mathematics (All Students)
 85% Reading, Writing and Mathematics (Maaori Students)
 85% Reading, Writing and Mathematics (Pacific Island Students)

We are a school that submits data each term to 'Everyday matters report'
The following Goal # 3 High student engagement and effective relationships with whanau to ensure high levels of attendance - HE HA! High Engagement High Achievement!
To Improve conditions within the school to raise the average attendance rate for all students to 90% or higher across each school term with a particular focus on engaging effectively with Maori and Pacific families. Variance: Refer to the Covid-19 Effect - 2022 Education Counts – School Roll (reference Covid Effect Analysis of Variance document).

