

ANALYSIS OF VARIANCE 2023 - OVERALL

School name: Browns Bay School

School number: 1237

Focus: Maths / Reading / Writing

Strategic Aim: To enhance student outcomes in Maths / Reading / Writing across the school

Annual Aim:

Staff development programme will be put in place, with the support of the Curriculum Teams and Community of Learning team focussing on the development of effective teaching skills in Maths / Reading / Writing

Target:

- Increase overall student outcomes in Maths / Reading / Writing

Baseline data: NZ Curriculum

Reading

2022 Browns Bay School	Ethnic Groups: At and Above	Gender: At and Above
Working Towards: 24% (39%)	NZE: 78.6% (66%)	Boys: 74.3% (61%)
At: 53% (50%)	Māori 56% (42%)	Girls 78.5% (60%)
Above: 23% (11%)	Pasifika 50% (45%)	
	Asian 81.3% (69%)	
	Other 69.4% (49%)	

Writing

2022 Browns Bay School	Ethnic Groups: At and Above	Gender: At and Above
Working Towards 32% (54%)	NZE: 69.4% (44%)	Boys: 62.1% (39%)
At: 58% (42%)	Māori: 40% (27%)	Girls: 76% (52%)
Above 10% (4%)	Pasifika: 60% (18%)	
	Asian 76.6% (54%)	
	Other: 51% (38%)	

Maths

2021 Browns Bay School	Ethnic Groups: At and Above	Gender: WT and Above
Working Towards 15% (27%)	NZE: 81.1% (69%)	Boys: 87% (78%)
At: 53% (52%)	Māori: 76% (66%)	Girls: 82.2% (67%)
Above: 32% (21%)	Pasifika 70% (54%)	
	Asian 92.4% (83%)	
	Other: 71.4% (61%)	

Actions: What did we do?

Data shared with teachers to discuss in Year Levels.

Continuation of Curriculum Leaders sourcing new ideas and professional learning to feedback into the school.

Focus PLD on Structured Literacy and The Code (see Analysis of Variance)

Collect the data

- Monitor student progress and achievement through Standardised testing results and matching these to BBS expectation.
- Data:
 - PAT, Reading Levels, Writing Levels, Maths stages
 - All, Boys, Girls, Maori, Ethnic
- Maintenance of Data Table to identify student achievement against attendance, ESOL level and Learning Support.

Teachers will:

- Support student progress towards expectation.
- Use achievement data to identify Intervention groups.
- Small Group / Individual School Support
- Discuss in Teams best teaching practice.
- Use a Universal Design Learning (UDL) approach to support all learners.

SLT will:

- Provide learning support intervention for students.
- Monitor attendance of student
- Monitor Māori and Pasifika students.
- Analyse MOY and EOY data to report on Progress and Achievement.

Outcomes: What happened?

Reason for Variance: Why did it happen?

Evaluation: Where to next?