

Alfriston Primary School Analysis of Variance 2023



Progress Towards our Strategic Goals/Annual Aims:

STRATEGIC GOAL 1: HAUORA – WELL-BEING

Provide a positive, learning focused culture that is committed to inclusion of all

Overarching Strategic Aim 2021 - 2023	2023 Annual Aims	Actions	Progress Made	Where to Next
<p>The school's vision and values are our way of being</p>	<p>Learners and staff can articulate the school's vision and values and are committed to displaying them</p>	<ul style="list-style-type: none"> * Communicate new vision and values - with all stakeholders * Refer to/promote and live the school's vision and values * Learner voice to determine indicators for each value - within and outside of the classroom. These will be referred to constantly. * Design 'characters' based on our tui to represent each value * Set up and embed new PB4L reward systems 	<ul style="list-style-type: none"> * Whole community launch of Vision and Values - Term 1 2023 * Ongoing reference to vision and values in written comms and informal * Ongoing reference to vision and values verbally - formal and informal * Whole school gold coin reward system embedded and successful * Learner and staff voice determined indicators for each school value - we continue to refer to these * Values characters not yet created/implemented 	<ul style="list-style-type: none"> * The school's vision and values will continue to be the cornerstone of our school culture, however not a Strategic focus in 2024/2025.
<p>Commitment to understanding and developing culturally responsive pedagogies and practices</p>	<p>Through discussion and investigation, staff have a clear understanding of what culture is, and the importance of having an awareness of own and others'</p>	<ul style="list-style-type: none"> * By the beginning of Term 3 we will hold whole school powhiri to welcome new learners and their whānau * Deliberate actions to ensure staff know their learners * Continue to develop use of Te Ao Maori * Senior Leaders continue to develop understanding, knowledge and confidence in Tikanga 	<ul style="list-style-type: none"> * Powhiri held in both Term 3 and Term 4 - a highlight for learners and whānau * T.O.D. - focus on 'knowing our learners': Data Analysis, etap information * Setting Up for Success - deliberate focus on 'connections and setting expectations' in first 3 weeks * Whānau phone calls to learn about each learner * MAC involvement * Te Reo development in staff meetings 	<p>Strategic Goal moving forward:</p> <p>1) We will partner with akonga, kaiako, whānau and local iwi to further develop a learning community that reflects our community ensuring our akonga, kaiako and whānau feel a sense of belonging and supported.</p>

			<ul style="list-style-type: none"> *Senior Leaders worked with George Ihimaera (MAC) within school and attended conference and workshops *BOT members completed Te Tiriti O Waitangi workshops *Collective responsibility for all learners - collaboration and support as a staff 	
<p><i>Inform and engage whānau to strengthen learning partnerships</i></p>	<p>Communication and consultation with community leads to whānau feeling valued and welcome</p>	<ul style="list-style-type: none"> *SLT presentation at start of year to explicitly share school direction and home/school partnership expectations (additional gatherings when required) *Prioritise early communication - of events, dates *Use multiple forms of communication so that our messages are received by all *Create opportunities for whānau to be involved in the learning 	<ul style="list-style-type: none"> *Ongoing commitment to ensuring all whānau feel welcome and valued in our place of learning *Encourage and organise opportunities for feedback/consultation *In school and EOTC opportunities for whānau to be involved *Introduced Termly calendar *Various forms of communication used- email, facebook, school app, paper *School, Team and Class newsletter to ensure a balance between celebrations and updates and learning focussed info. 	<p>Strategic Goal moving forward:</p> <ol style="list-style-type: none"> 1) Provide opportunities for akonga, kaiake and whānau to be actively involved in school life <p>-Participation and Partnership</p>

STRATEGIC GOAL 2: AKO – TEACHING AND LEARNING

Provide high quality teaching and learning programmes that enable every learner to reach their full potential

<p>Overarching Strategic Aim 2021 - 2023</p>	<p>2022 Annual Aims</p>	<p>Actions</p>	<p>Progress Made</p>	<p>Where to Next</p>
<p><i>Develop and create a Professional Growth Cycle that meets the needs of our staff and learners</i></p>	<p>Refine P.G.C with a focus on Individual Teacher inquiries ensuring authentic, collaborative teacher learning and growth (aligned to Afl PLD)</p>	<ul style="list-style-type: none"> *Professional readings are relevant and timely. These provide opportunity to reflect and learn *P.G.C. is directly aligned to PLD and schoolwide foci *Teacher voice is collected regularly to determine 'what else' we can do to enhance teacher practice 	<ul style="list-style-type: none"> *Direct link between Afl PLD and PGC *Senior leaders prioritise meetings/learning related to feedback from staff re what has made the most impact on their teacher development *Staff involvement in decision making is prioritised *Professional reading linked to Afl PLD 	<p>Strategic Goal moving forward:</p> <ol style="list-style-type: none"> 1) Alfriston School's P.G.C is relevant and meaningful to our context and is having a positive impact on teaching and learning <p>-Focus: regular conversations and reflection deliberately planned for</p>

<p>Grow practice and pedagogy through engaging, evidence based P.L.D.</p>	<p>External facilitator involved in Assessment for Learning PLD, a tool for developing teacher practice and pedagogy</p>	<ul style="list-style-type: none"> *SLT work with Ed'n Group to co-construct relevant, purposeful PLD *Peer Coaching (across teams) is used to support and challenge teacher's thinking and actions *Regular feedback/reflection from staff to guide future PLD *All assessment information is used to inform teaching and learning - both teacher and learner understand and use the information *Learner voice will become an integral part of PLD process 	<ul style="list-style-type: none"> *Positive working relationship with external facilitator (S.Hynds) - collaboration *Peer coaching model utilised - effective *PLD plan created and adapted to meet teacher needs/feedback *Learner voice collected alongside PLD observations - this formed part of the PAC conversation *Improved teacher practice through PLD *Team approach to assessment - ensuring information meets needs of learner and teacher (info is understood and used) *PLD focus = consistency and accuracy in making OTJs 	<p>Strategic Goal moving forward: 1) P.L.D. is co-constructed with staff in order to meet the needs of teachers and learners -Focus planning PLD based on feedback from staff</p>
<p>Collect, analyse and use assessment information to inform future teaching and learning</p>	<p>Refine the assessment information we are collecting so that this informs future teaching and provides us with accurate information to report</p>	<ul style="list-style-type: none"> *Progressions are used to assist teacher and learners in knowing where they are at with learning and where to next *Three way conferences are introduced - allowing learners to have more input/ownership *Explicit and deliberate opportunities are created for learners to talk about their learning - progress and achievement 	<ul style="list-style-type: none"> *Mathematics progressions are being used to inform teaching programs *Decision to collect a wider range of reading data has been made with an etap workbook being ready for data input both mid year and End of year reporting times *Literacy team working towards annotated exemplars and moderation for writing *Learners attend 3 way conferences, sharing learning they are proud of and where to next in their learning. *Constructed success criteria is an integral part of AFL (assessment for learning) where learners are able to voice, discuss, deconstruct and reconstruct learning intentions. 	<p>*Assessment will continue to be developed and embedded to ensure information informs teaching and learning however not a Strategic focus in 2024/2025.</p>

STRATEGIC GOAL 3: AROTAKE - INTERNAL EVALUATION FOR IMPROVEMENT

Establish a culture of effective, ongoing internal evaluation for improvement

<p>Overarching Strategic Aim 2021 - 2023</p>	<p>2022 Annual Aims</p>	<p>Actions</p>	<p>Progress Made</p>	<p>Where to Next</p>
<p>Strategic Evaluation - Ensure the school's valued outcomes</p>	<p>Consultation with all stakeholders to determine what are our valued outcomes</p>	<ul style="list-style-type: none"> *Strategic Goals visible on all community communications *Set up Enrolment Process and monitor effectiveness *Adapt Attendance Monitoring Process and monitor 	<ul style="list-style-type: none"> *Strategic goals, school vision and values are highly visible across a range of communication platforms *Effective systems in place and utilised to monitor a range of aspects in the school e.g in zone, enrolments, 	<p>Strategic Goal moving forward: 1) Akonga, karako and whānau will be given opportunities to provide regular, constructive feedback/feedforward</p>

<p>are at the centre of all decision making</p>		<p>effectiveness *Monitor effectiveness of support programmes using data tracking</p>	<p>attendance etc *An attendance monitoring process has been in place and proving to be effective as attendance at Alfriston School is high. *All learners are tracked with data analysis focussing on learners at risk and priority learners. Support programs change and adapt to the needs of the learners</p>	<p>-Focus using voice to reflect/evaluate and make decisions</p>
<p>Regular Evaluation – Gather data, monitor progress towards goals, and assess the effectiveness of programmes or interventions</p>	<p>Review current systems and processes for reviewing student achievement and support programmes</p>	<p>*Use appropriate and manageable tools and methods to gather, store and retrieve a range of valid and fit-for-purpose data *Allocate sufficient resources to support change and improvement. *Progress and achievement tracking systems are embedded and used for reporting and decision making *Connect with at least 1 High School to determine 'readiness for High School' of our Year 9 learners</p>	<p>*Etap and google docs systems used to record assessment information *Systems in place to analyse assessment information - school, team and class level *Budget allocation directly aligned to school and MOE priorities *Learning assistant timetables aligned to learner needs - formally reviewed termly *Etap system used to track guidance information *Progress and achievement data/information provided to BOT regularly</p>	<p>Strategic Goal moving forward: 1) Systems and Processes are established for Teaching and Learning L.E.A.Mtgs -Focus: Improving teacher practice and student achievement</p>
<p>Emergent Evaluation – Being responsive to unforeseen events or issues identified through monitoring and scanning</p>	<p>EROs model of 'Learner focused evaluation processes' is introduced</p>	<p>*Expectation that staff ask questions and share notices - it's an 'all' responsibility *A culture of care and support are nurtured so that people are comfortable discussing and seeking solutions from others *Continue to develop ability to process information (time) before making a decision.</p>	<p>*Staff are aware of the process for evaluation and 'noticing' is celebrated and expected *Changes are monitored and *Staff are visible and approachable in order for all to feel comfortable and safe in sharing thoughts/feelings (feedback)</p>	<p>*EROs model of 'Learner focused evaluation processes' will continue to guide our decision making, however not a Strategic focus in 2024/2025.</p>

Annual Targets

	<p>Reading</p>	<p>Writing</p>	<p>Mathematics</p>	
<p>2023 Targets</p>	<p>-75% of our Year 0-3 learners to be at or above their expected curriculum level (shift at least 13 learners).</p>	<p>-75% of our male learners to be at or above their expected curriculum level (shift at least 29 learners).</p>	<p>-70% of our Year 6 learners to be at or above their expected curriculum level (shift at least 12 learners).</p>	<p>-75% of our Year 8 learners to be at or above their expected curriculum level (shift at least 7 learners).</p>

<p>Actions: What did we do?</p>	<ul style="list-style-type: none"> • *Literacy role for 2023 - focus Refreshed Literacy Curriculum • *Guided reading at all levels • *Teacher reading to learners at all levels • *Opportunities to read for enjoyment - no follow up necessary • *Senco supporting teachers planning for Special Ed'n learners • *Providing learners with a range of texts to read/study • *Continue to top up class libraries - using Scholastic Book Club points • *Better Start Literacy - integrated approach • *Term 1 additional Phonics teaching - Steph MTalk to Learn and ESOL support groups • *Use of Reading Eggs - Year 0-3 • *Sharing learning foci with whānau 3 times a term 	<ul style="list-style-type: none"> • Literacy role for 2023 - focus Refreshed Literacy Curriculum and reviewing our Aitfriston School Writing progressions • Writing continues to be our PLD curriculum area focus • Continue to prioritise the use of quality exemplars • Sharing of teacher practice in team and staff meetings • Prioritising Writing in core learning time - before lunch • Looking for a purpose for writing - who is our audience • Allowing learners choice in their writing • Sharing learning foci with whānau 3 times a term 	<ul style="list-style-type: none"> • Link between sessions warm up and teaching focus • SLT supporting teachers and learning assistants in planning / teaching with Special Ed'n learners • Share Math progressions with whānau so they are aware of expectations and can assist • Use of eAko online learning site - Years 4-8 • Sharing learning foci with whānau 3 times a term • Support all teachers to develop an effective system for using Math progressions in the classroom • Develop learners ability to talk about their progress and achievement in Maths (progressions as a tool) • Commitment to starting every Math session with a 10 minute Number Knowledge warm up 	<p>Outcomes: What happened/ Evidence?</p>	<ul style="list-style-type: none"> • 83% (104/126) of our Year 0-3 learners are at or above their expected level. This target has been met. 	<ul style="list-style-type: none"> • 71% (132/186) of our Male learners are at or above their expected level. This target has not yet been met. 	<ul style="list-style-type: none"> • 83% (44/53) of our Year 6 learners are at or above their expected level. This target has been met. 	<ul style="list-style-type: none"> • 81% (29/36) of our Year 8 learners are at or above their expected level. This target has been met.
<p>Evaluation: Where to next?</p>	<ul style="list-style-type: none"> • Literacy unit role for 2024 - writing is a schoolwide focus • The Principal will sit alongside the the Literacy team unit holder • During ToD the new Literacy and Numeracy teams meet and set goals and indicators for success • Data/information will continue to be collected and analysed to ensure support and funding are allocated purposefully • Assessment data/information will continue to be collected and analysed to inform teaching and learning • Introduction of Teaching and Learning L.E.A. (Learning Engagement and Achievement Meetings) • Staff non negotiables for Literacy created and monitored • Schoolwide writing exemplars created • Writing moderation focus • Writing PLD to be sourced • Opportunities for staff to share expertise • Review Aitfriston School writing progressions 							