



# Analysis of Variance Reporting

School Name:	Ahiti	School Number:	2150
Strategic Aim:	<ul style="list-style-type: none"><li>To recognise the fundamental importance of literacy as an enabler of all other learning and to progress students through explicit teaching, programme differentiation, research based pedagogy and giving effect to NELP</li></ul>		
Annual Aim:	<ul style="list-style-type: none"><li>To enable all students to access the curriculum with a focus on raising student achievement, particularly in literacy and numeracy</li></ul>		
2024 Target:	<ol style="list-style-type: none"><li>Reading<ul style="list-style-type: none"><li>75% of students (10/13) will be reading at or above the expected level in reading</li><li>3/10 students with identified learning needs will maintain or improve achievement in reading</li></ul></li><li>Writing<ul style="list-style-type: none"><li>75% of students (10/13) will have made progress towards writing competently for different purposes relative to their age students (10/13)</li><li>3/10 students with identified learning needs will maintain or improve achievement in writing</li></ul></li></ol>		
Baseline Data:	<ul style="list-style-type: none"><li>At the end of 2023 5/12 students were achieving below the expected levels in writing.</li><li>At the end of 2023 3/12 students were achieving below the expected levels in reading.</li></ul>		

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>
<p>Target 1: Reading</p> <p>Targeted teaching for students consistently underperforming in reading with a focus on:</p> <ul style="list-style-type: none"> <li>Building reading mileage</li> <li>Developing vocabulary</li> <li>Developing fluency and accuracy</li> <li>Improving comprehension strategies</li> <li>Purchasing and implementing structured literacy using the iDeal platform.</li> <li>Purchased decodable texts and resource material.</li> <li>Protected timetable</li> </ul> <p>Target 2: Writing</p> <p>Provided scaffolded writing support appropriate to needs of students. Regular opportunities to write. Immediate formative feedback. Structured literacy to improve spelling skills.</p> <p>Focus on improving printing formation, sped and legibility, particularly for junior students. Focus on developing vocabulary</p>	<p>Reading</p> <p>At the end of the year 10/15 students were reading at or above the expected level for their age in reading as evidenced by STAR and PAT</p> <p>Of the 3 students with identified deficits in reading, 2 achieved at the expected level and 1 made progress but did not achieve at the expected level.</p> <p>Writing</p> <p>At the end of the year 8/15 students were writing at or above the expected level for their age when writing for different purposes.</p> <p>6/15 students were progressing towards achieving at the expected level for their age when writing for different purposes.</p>	<p>Changes to school roll and therefore students learning needs.</p> <p>RTLB support for 1 student with global delays discontinued.</p> <p>Deficits in new entrant students readiness for literacy learning.</p> <p>Crowded curriculum</p> <p>KiwiSport: The grant was used to purchase PE equipment</p>	<p>ALL PLD to maximise effectiveness of structured literacy learning</p> <p>Protected programme</p> <p>Purchase additional resources</p> <p>Upskill teaching staff and TAs to support student achievement in literacy</p>