Walton School 2022 Analysis of Variance Reporting

School Name:	Walton School	School Number:	2074

Walton School

2022 Strategic Goals:

STRATEGIC SECTION

All ākonga achieving academic, cultural, & wellbeing success.

What

- Our 2020 EOY community survey asked; "What do you consider success as being for your child at school?" The collated responses showed our Walton whānau prioritised happiness and wanting to come to school, then values/SPIRIT, and thirdly academic progress.

Why

- Ākonga at the centre: AKO

STRATEGIC GOAL 1

Kiwiana Successful

How

- Continued focus upon implementing the most effective learning programmes during our foundational learning times (Reading, Writing & Maths).
- Exploring approaches to continue (and improve) ākonga happiness and wellbeing at school through exciting and engaging learning.
- Normalise culturally responsive pratices including Te Reo Māori, Waiata, Kapa haka, and Powhiri.
- Te Ao Māori/CR4RP

Inquiring Q's

- Who are our current PLs and what needs & strengths do they have? What programme amendments could kaiako make to support PLs next learning steps?
- What makes our ākonga engaged and excited about coming to WS? What areas disengage them and is there something we can do to change this?
- Do our akonga firstly know their culture, and then do they feel their culture is valued and recognised at WS?

Link to ERO Indicators

S1 S2 S3 S4
L1 L2 L3 L4 L5 L6
CR1 CR2 CR3 CR4
RC1 RC2 RC3 RC4 RC5
PC1 PC2 PC3 PC4
EI1 EI2 EI3

Review & redesign our school-based curriculm to provide engaging & fun experiences for our ākonga to showcase their creativity & innovation.

What

Our 2021 EOY survey showed our community approved of, and wanted more of, our school's hands-on programmes, such as FLIP, playbased learning, EOTC experiences, and our engaging schoolwide topics.

Why

Our teaching beliefs are that we must provide a broad curriuclum that engages all ākonga with a focus upon their future.

STRATEGIC GOAL 2

Kiwiana Creative

How

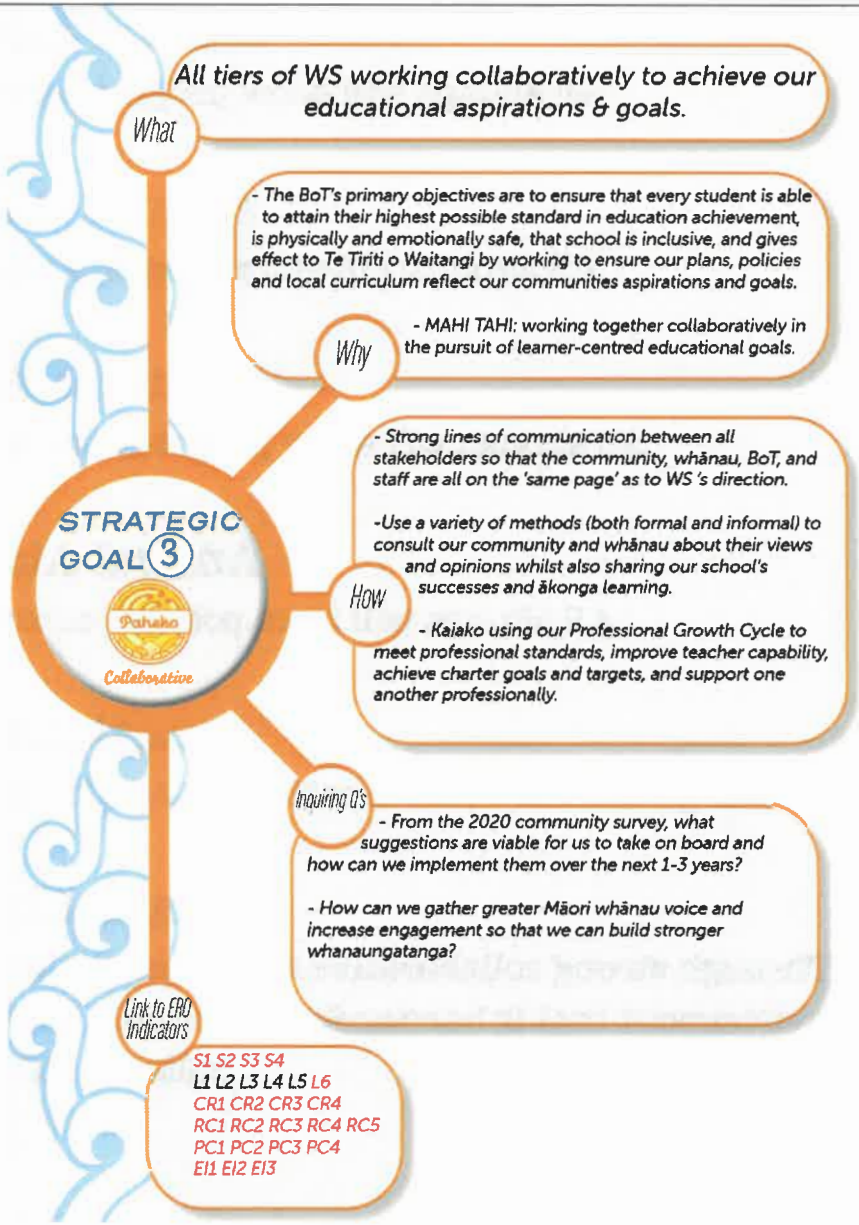
- Over the course of the year, using staff meetings and TODs, staff will review and redesign our school-based curriculum.
- As we progress through the year we'll continue to trial ideas so that we can reflect upon what works well and is worth keeping, and what needs changing.
- We'll look to other successful schools and their approaches to engaging tamariki, taking away best practices for our own curriculum.

Inquiring Q's

- Can we evaluate how creative our ākonga are ?
- What is current research saying about how tamariki learn (holistically) and what might we do to improve the teaching of the 'other' curriculum areas whilst not sacficing progress in foundational learning?
- How can we 'fit in' all the learning areas and their associated Achievement Objectives & Strands without it becoming overwhelming/unmanageable?
- What are we currently doing well and is worth keeping? What's not worth keeping? What new approaches or ideas could we adopt to make our curriculum better?

Link to ERO Indicators

S1 S2 S3 S4
L1 L2 L3 L4 L5 L6
CR1 CR2 CR3 CR4
RC1 RC2 RC3 RC4 RC5
PC1 PC2 PC3 PC4
EI1 EI2 EI3


All tiers of WS working collaboratively to achieve our educational aspirations & goals.
What
- The BoT's primary objectives are to ensure that every student is able to attain their highest possible standard in education achievement, is physically and emotionally safe, that school is inclusive, and gives effect to Te Tiriti o Waitangi by working to ensure our plans, policies and local curriculum reflect our communities aspirations and goals.
Why
- MAHI TAHI: working together collaboratively in the pursuit of learner-centred educational goals.
STRATEGIC GOAL 3
Paheko
Collaborative
- Strong lines of communication between all stakeholders so that the community, whānau, BoT, and staff are all on the 'same page' as to WS 's direction.
-Use a variety of methods (both formal and informal) to consult our community and whānau about their views and opinions whilst also sharing our school's successes and ākonga learning.
How
- Kaiako using our Professional Growth Cycle to meet professional standards, improve teacher capability, achieve charter goals and targets, and support one another professionally.
Inquiring Q's
- From the 2020 community survey, what suggestions are viable for us to take on board and how can we implement them over the next 1-3 years?
- How can we gather greater Māori whānau voice and increase engagement so that we can build stronger whanaungatanga?
Link to ERO Indicators
S1 S2 S3 S4
L1 L2 L3 L4 L5 L6
CR1 CR2 CR3 CR4
RC1 RC2 RC3 RC4 RC5
PC1 PC2 PC3 PC4
EI1 EI2 EI3

2022 Annual Aims:	

Annual Aim #1:

All ākonga will show progress and achievement in Reading

Annual Aim #2:

All ākonga will show progress and achievement in Writing

Annual Aim #3:

All ākonga will show progress and achievement in Mathematics

Annual Aim #4:

All ākonga will have positive cultural identity and wellbeing

Annual Aim #5:

All ākonga will showcase creativity through a range of curriculum areas and contexts.

Annual Aim #6:

Through strong collaborative relationships at all tiers of WS, we'll provide a learning environment that is barrier-free, equitable, highly effective, and mutually respectful of cultural identity.

STRATEGIC GOAL 1

All ākonga achieving academic, cultural & wellbeing success.

Annual Aim #1: All ākonga will show progress and achievement in Reading

Reading Baseline Data (SOY) & Specific Targets

	Pre1	1B	1P	1A	2B	2P	2A	3B	TOTALS
Y1									
Y2	3 1 Female 2 Male 1 Maori Male								9/18 50% 3 Fem 6 Male 1 Maori Male
Y3		4 2 Female 2 Male	2 2 Female						6/18 33% 4 Fem 2 Male
Y4		2 1 Female 1 Male	1 1 Male						3/18 17% 1 Fem 2 Male
Y5									
Y6							1 1 Female		1/25 4% 1 Fem
									19/112 17% 9/59 Fem 15% 10/53 male 19% 1/15 Maori 7% (male)

	4 sublevels behind At	3 sublevels behind At	2 sublevels behind At
Female	1	2	6
Male	1	3	6
Total	2	5	12

Specific Reading Targets

Academic ***Progress*** Target:

74% of PLs with achieve accelerated learning.

This means we will have 14 akonga who will progress two or more sublevels over the course of 2022.

Academic ***Achievement*** Target:

SOY data shows we will begin the year with 83% of ākonga On track/At/Above.

By EOY we are aiming for 92% of tamariki being At or Above.

This requires

- moving *all* 39 tamariki from 'Below but On Track' to 'At' by years end
- Moving 10 PLs to 'At' by having them achieve accerrated learning
- Maintaining the progress of those ākonga already At and Above.

STRATEGIC GOAL ①

All ākonga achieving academic, cultural & wellbeing success.

Annual Aim #2: All ākonga will show progress and achievement in Writing

Writing Baseline Data (SOY) & Specific Targets

	Pre1	1B	1P	1A	2B	2P	2A	3B	TOTALS
Y1									
Y2	2 1 Female 1 Male								2/18 11% 1 Fem 1 Male
Y3		1 1 Female							1/18 6% 1 Fem
Y4		1 1 Male	2 1 Female 1 Male	2 1 Female 1 Male					5/18 28% 2 Fem 3 Male
Y5					4 1 Female 3 Male				4/16 25% 1 Fem 3 Male
Y6						1 1 Male	5 1 Female 3 Male 1 Maori Male		6/25 24% 2 Fem 4 Male 1 Maori Male
									18/112 16% 7/99 Fem 12% 11/13 Male 21% 1/15 Maori 7% (male)

	4 sublevels behind At	3 sublevels behind At	2 sublevels behind At
Female		3	4
Male	1	5	5
Total	1	8	9

Specific Writing Targets

Academic ***Progress*** Target:

72% of PLs with achieve accelerated learning.

This means we will have 13 akonga who will progress two or more sublevels over the course of 2022.

Academic ***Achievement*** Target:

SOY data shows we will begin the year with 84% of ākonga On track/At/Above.

By EOY we are aiming for 92% of tamariki being At or Above.

This requires

- moving *all* 41 tamariki from 'Below but On Track' to 'At' by years end
- Moving 9 PLs to 'At' by having them achieve accerrated learning
- Maintaining the progress of those ākonga already At and Above.

STRATEGIC GOAL 1 — All ākonga achieving academic, cultural & wellbeing success.

Annual Aim #3: All ākonga will show progress and achievement in Mathematics

Math Baseline Data (SOY) & Specific Targets

	Pre1	1B	1P	1A	2B	2P	2A	3B	TOTALS
Y1									
Y2									3/18 17% 3 Fem
Y3									7/18 39% 4 Fem 3 Male
Y4									4/18 22% 3 Fem 1 Male
Y5									7/16 44% 4 Fem 3 Male 1 Maori Fem
Y6									6/25 24% 3 Fem 5 Male 1 Maori Male
									27/112 24% 17/58 Fem 29% 10/53 male 19% 2/15 Maori 13% (1F & 1M)

	4 sublevels behind At	3 sublevels behind At	2 sublevels behind At
Female		*5*	*12*
Male		*3*	*7*
Total	*0*	*8*	*19*

Specific Writing Targets

Academic ***Progress*** Target:

72% of PLs with achieve accelerated learning.

This means we will have 13 akonga who will progress two or more sublevels over the course of 2022.

Academic ***Achievement*** Target:

SOY data shows we will begin the year with 76% of ākonga On track/At/Above.

By EOY we are aiming for 90% of tamariki being At or Above.

This requires

- moving *all* 44 tamariki from 'Below but On Track' to 'At' by years end
- Moving 16 PLs to 'At' by having them achieve accerrated learning
- Maintaining the progress of those ākonga already At and Above.

READING

Actions
What did we do?

-Used our Walton School Benchmarks (curriculum levels) as indicators of progress and achievement for reporting. OTJs were made at the end of each term using these and this data is reported to BoT for systematic analysis and strategic direction during the year for allocation of resourcing.

-BoT funding resources to support and target Priority Learners, such as teacher aides, effective online literacy and numeracy programmes, teacher professional development.

-Each teacher identified and monitored Priority Learners within their rooms through the termly OTJs.

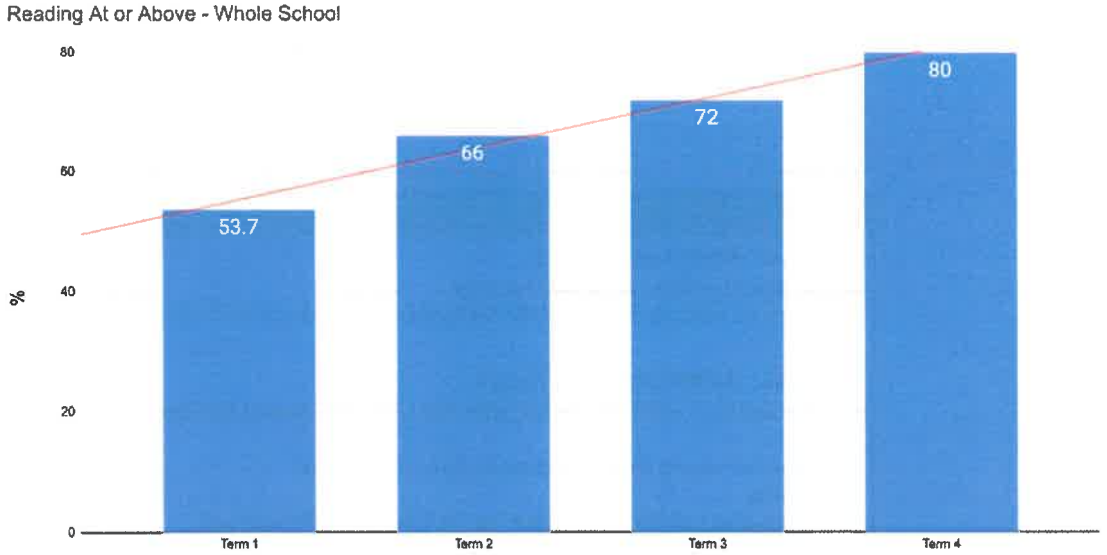
Outcomes
What happened?

Achievement Outcomes:

Reading

Whole school

Priority learners	At expectation	Higher than expectation	Overall Total
20% (27) - 15/57 Male 26.3% - 12/77 Female 15.6% Gender Disparity 10.7 +Females	43% (58)	37% (49)	(134)
	80%		



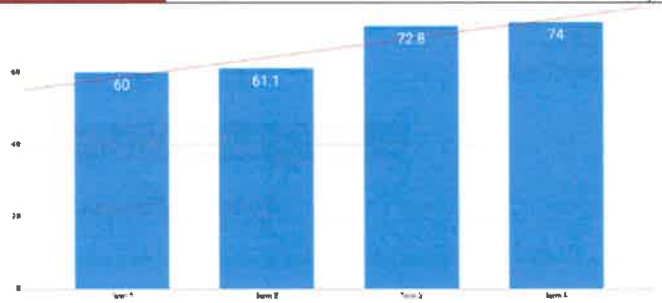
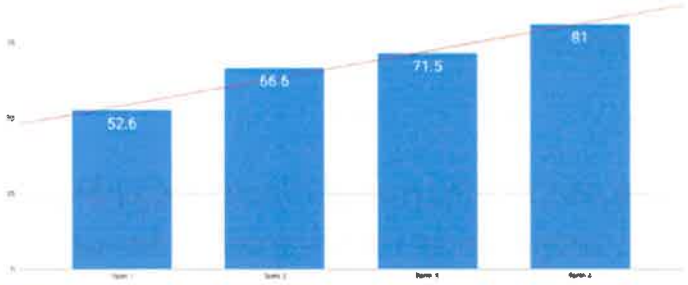
Reasons for the variance
Why did it happen?

When comparing the initial assessment of where our SOY data would be and the actual Term One OTJ results, the starting point for our At/Above ākonga was well below the predetermined amount. This put our initial targets a lot further off than expected. Considering this, and looking at the termly OTJ graph for students At or Above, it's clear to see we made excellent achievement progress every term. The final amount of 80% at or above is a fantastic effort.

Evaluation
Where to next?

Matamata Kaahui Ako PLD targeting:
-Culturally Responsive and Relational Pedagogy
-Teacher Efficacy and transformation through Spirals of Inquiry

-Regular moderation & discussion at staff meetings of how to effectively evaluate where a student is achieving and the types of evidence that proves this (modelling books, Ko Au bks, student books, etc).

-Use the Special Needs budget when and where applicable to help support learners with special educational needs.	***Maori*** **Priority learners** / **At expectation** / **Higher than expectation** / **Overall Total** *26% (6)* *- 3/9 Male 33.3%* *- 3/14 Female 21.4%* *Gender Disparity 11.9 +Females* 47.8% (11) / 26.2% (6) / (23) **74%**  ***Non-Maori*** **Priority learners** / **At expectation** / **Higher than expectation** / **Overall Total** *19% (21)* *- 10/48 Male 21%* *- 9/63 Female 14.3%* *Gender Disparity 5.7 +Females* 42.3% (47) / 38.7% (43) / (111) **81%**  ***Disparity is 7 in favour of Non Maori***	*Progress Outcomes* also show our Priority Learners made excellent progress over the year with 10 chn making Accelerated Learning.	Hope for a good run so that we can implement desired goals and aims and have some consistency to allow our Kaiako to teach regularly and normally, without ongoing disruptions to the terms.

Progress Outcomes:

READING	
Academic Progress Target: **79%** of PLs will achieve *accelerated learning (15 akonga)	*Term 4 Progress:* *Since the start of the year,* *2 at **zero** sub-level* *5 at **one** sub-level* *6 at **two** sub-levels,* *4 at **three** sub-levels.* ***10 akonga achieved Accelerated Learning*** ***5 short of the target number***

Planning for next year:

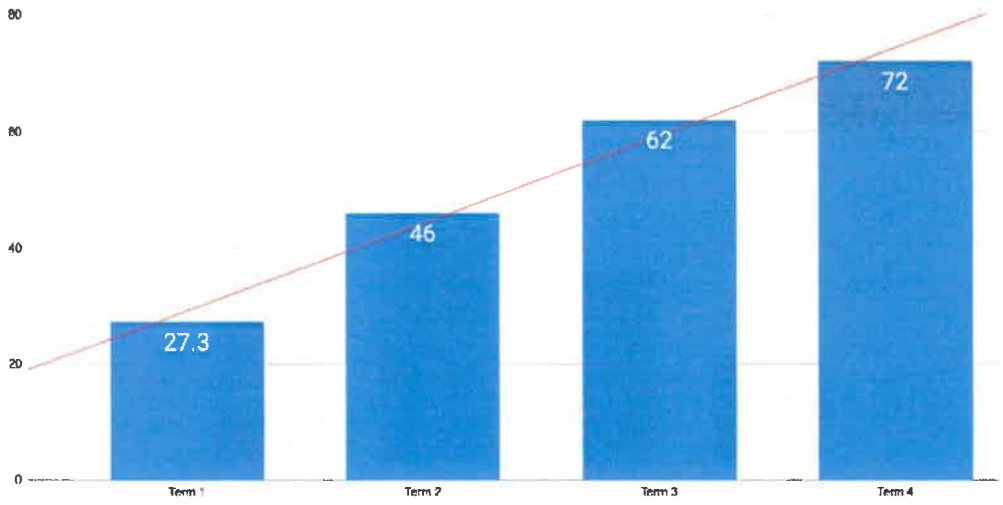
- *With yet another year filled with disruptions and obstacles due to Covid and illnesses, the focus for 2023 will be to 'get back on track' so that our kaiako can gain consistency with their teaching and our akonga can receive regular, strong learning programmes.*

- *Use staff meetings and TODs to bring the kaiako team together to refocus on best practices and discuss classroom teaching and learning.*

- *Finally, being able to the implement the Professional Growth Cycle for kaiako that we have tried and failed to do sue to social distancing, ongoing positive covid cases of teachers, and illnesses. Without these obstacles, we'll be able to put in place a PGC that is relevant, effective, and purposeful for building teacher capabilities.*

WRITING Actions: *What did we do?*	**Outcomes** *What happened*	**Reasons for the variance** *Why did it happen?*	**Evaluation** *Where to next?*
-Used our Walton School Benchmarks (curriculum levels) as indicators of progress and achievement for reporting. OTJs were made at the end of each term using these and this data is reported to BoT for systematic analysis and strategic direction during the year for allocation of resourcing. *-BoT funding resources to support and target Priority Learners, such as teacher aides, effective online literacy and numeracy programmes, teacher professional development.* *-Each teacher identified and monitored Priority Learners within their rooms through the termly OTJs.*	***Achievement Outcomes:*** **Writing** ***Whole school***	When comparing the initial assessment of where our SOY data would be and the actual Term One OTJ results, the starting point for our At/Above ākonga was well below the predetermined amount. This put our initial targets a lot further off than expected. Considering this, and looking at the termly OTJ graph for students At or Above, it's clear to see we made excellent achievement progress every term. The final amount of 72% at or above is a fantastic effort.	Matamata Kaahui Ako PLD targeting: -Culturally Responsive and Relational Pedagogy -Teacher Efficacy and transformation through Spirals of Inquiry -Regular moderation & discussion at staff meetings of how to effectively evaluate where a student is achieving and the types of evidence that proves

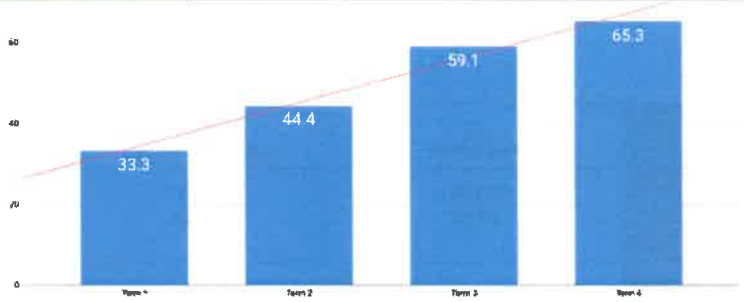
Priority learners	At expectation	Higher than expectation	Overall Total
28% (38) - 19/57 Male 33.3% - 19/77 Female 24.7% Gender Disparity 8.6 +Females	63% (84)	9% (12)	(134)
	72%		



-*Use the Special Needs budget when and where applicable to help support learners with special educational needs.*

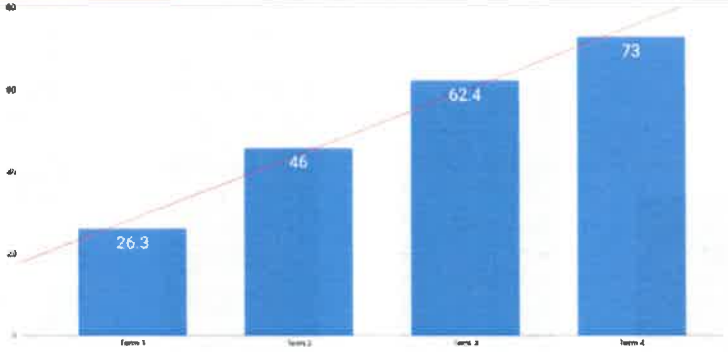
Maori

Priority learners	At expectation	Higher than expectation	Overall Total
34.7% (8) - 4/9 Male 44.4% - 4/14 Female 28.5% Gender Disparity 15.9 +Females	47.8% (11)	17.4% (4)	(23)
	65.3%		



Non-Maori

Priority learners	At expectation	Higher than expectation	Overall Total
27% (30) - 15/48 Male 31% - 11/63 Female 17.5% Gender Disparity 13.5 +Females	66% (73)	7% (8)	(111)
	73%		



Disparity is 7.7 in favour of Non-Maori

Progress Outcomes also show our Priority Learners made excellent progress over the year with 13 chn making Accelerated Learning.

this (modelling books, Ko Au bks, student books, etc).

Hope for a good run so that we can implement desired goals and aims and have some consistency to allow our Kaiako to teach regularly and normally, without ongoing disruptions to the terms

Progress Outcomes:

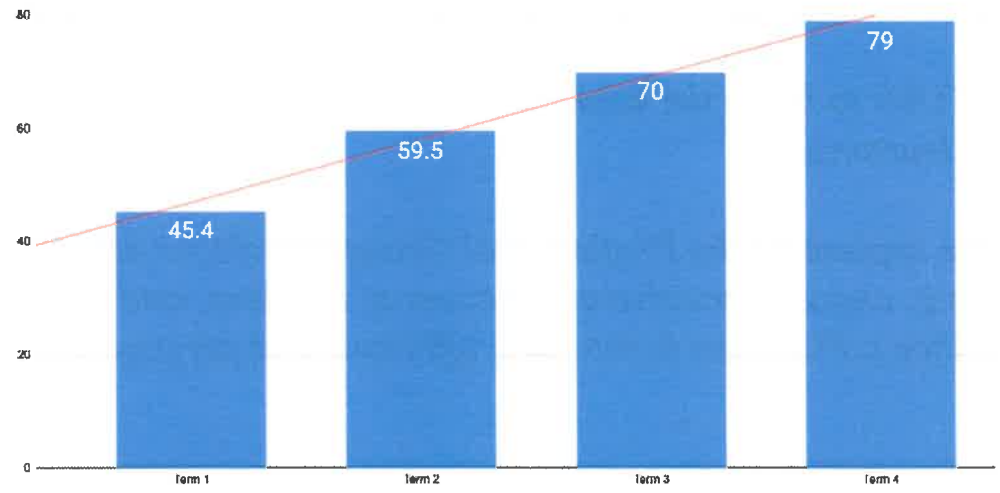
WRITING	
Academic Progress Target: 72% of PLs will achieve accelerated learning (13 akonga)	*Term 4 Progress:* *Since the start of the year,* *0 at zero sub-level* *9 at one sub-level* *12 at two sub-levels,* *1 at three sub-levels.* *13 akonga achieved Accelerated Learning* *Achieved the target number*

Planning for next year:

- *With yet another year filled with disruptions and obstacles due to Covid and illnesses, the focus for 2023 will be to 'get back on track' so that our kaiako can gain consistency with their teaching and our akonga can receive regular, strong learning programmes.*

- *Use staff meetings and TODs to bring the kaiako team together to refocus on best practices and discuss classroom teaching and learning.*

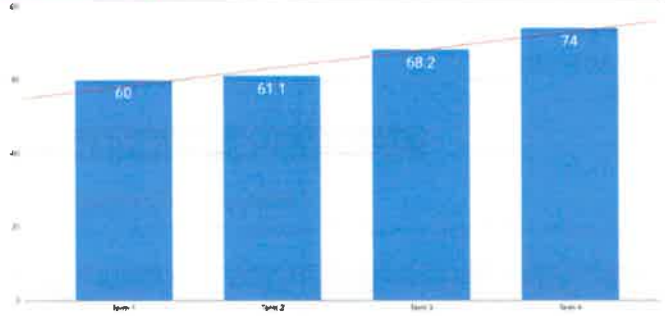
- *Finally, being able to the implement the Professional Growth Cycle for kaiako that we have tried and failed to do sue to social distancing, ongoing positive covid cases of teachers, and illnesses. Without these obstacles, we'll be able to put in place a PGC that is relevant, effective, and purposeful for building teacher capabilities.*

MATH Actions *What did we do?*	**Outcomes** *What happened?*	**Reasons for the variance** *Why did it happen?*	**Evaluation** *Where to next?*
-Used our Walton School Benchmarks (curriculum levels) as indicators of progress and achievement for reporting. OTJs were made at the end of each term using these and this data is reported to BoT for systematic analysis and strategic direction during the year for allocation of resourcing. *-Professional Development to grow teacher capability through the use of Audrey Tan who lead several staff TODs via zoom hui* *-BoT funding resources to support and target Priority Learners, such as teacher aides, effective online literacy and numeracy programmes, teacher professional development.* *-Each teacher identified and monitored Priority Learners within their rooms through the termly OTJs.*	***Achievement Outcomes:*** **Mathematics** ***Whole school*** **Priority learners**: 21% (29) – 12/57 Male 21% – 17/77 Female 23.1% – Gender Disparity 2.1 +Males **At expectation**: 53% (71) **Higher than expectation**: 26% (34) **Overall Total**: (134) **79%** Whole School MATH At or Above  	When comparing the initial assessment of where our SOY data would be and the actual Term One OTJ results, the starting point for our At/Above ākonga was well below the predetermined amount. This put our initial targets a lot further off than expected. Considering this, and looking at the termly OTJ graph for students At or Above, it's clear to see we made excellent achievement progress every term. The final amount of 79% at or above is a fantastic effort.	Matamata Kaahui Ako PLD targeting: -Culturally Responsive and Relational Pedagogy -Teacher Efficacy and transformation through Spirals of Inquiry -Regular moderation & discussion at staff meetings of how to effectively evaluate where a student is achieving and the types of evidence that proves this (modelling books, Ko Au bks, student books, etc). Hope for a good run so that we can implement desired goals and aims and have some consistency to

-Use the Special Needs budget when and where applicable to help support learners with special educational needs.

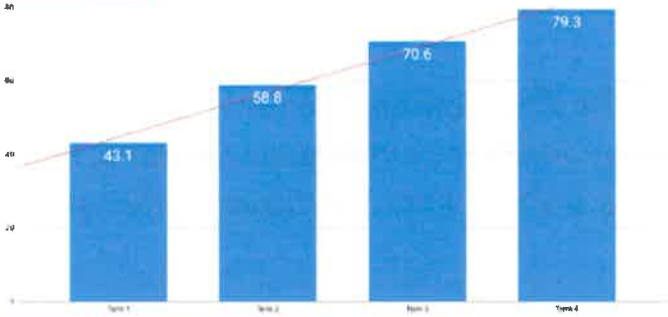
Maori

Priority learners	At expectation	Higher than expectation	Overall Total
26% (6) - 4/9 Male 44.4% - 2/14 Female 14.2% Gender Disparity 30.2 +Females	52.3% (12)	21.7% (5)	(23)
	74%		



Non-Maori

Priority learners	At expectation	Higher than expectation	Overall Total
20.7% (23) - 8/48 Male 17% - 15/63 Female 23.8% Gender Disparity 6.8 +Males	53.2% (59)	26.1% (29)	(111)
	79.3%		



Disparity is 5.3 in favour of Non-Maori

Progress Outcomes also show our Priority Learners made excellent progress over the year with 19 chn making Accelerated Learning.

allow our Kaiako to teach regularly and normally, without ongoing disruptions to the terms

Progress Outcomes:

MATHS	
Academic Progress Target: **82%** of PLs will achieve accelerated learning (22 akonga)	*Term 4 Progress:* *Since the start of the year,* *0 at **zero** sub-level* *6 at **one** sub-level* *15 at **two** sub-levels* *3 at **three** sub-levels* *1 at **four** sub-levels.* ***19 akonga achieved Accelerated Learning*** ***3 short of the target number***

Planning for next year:

- *With yet another year filled with disruptions and obstacles due to Covid and illnesses, the focus for 2023 will be to 'get back on track' so that our kaiako can gain consistency with their teaching and our akonga can receive regular, strong learning programmes.*
- *Use staff meetings and TODs to bring the kaiako team together to refocus on best practices and discuss classroom teaching and learning.*
- *Finally, being able to the implement the Professional Growth Cycle for kaiako that we have tried and failed to do sue to social distancing, ongoing positive covid cases of teachers, and illnesses. Without these obstacles, we'll be able to put in place a PGC that is relevant, effective, and purposeful for building teacher capabilities.*
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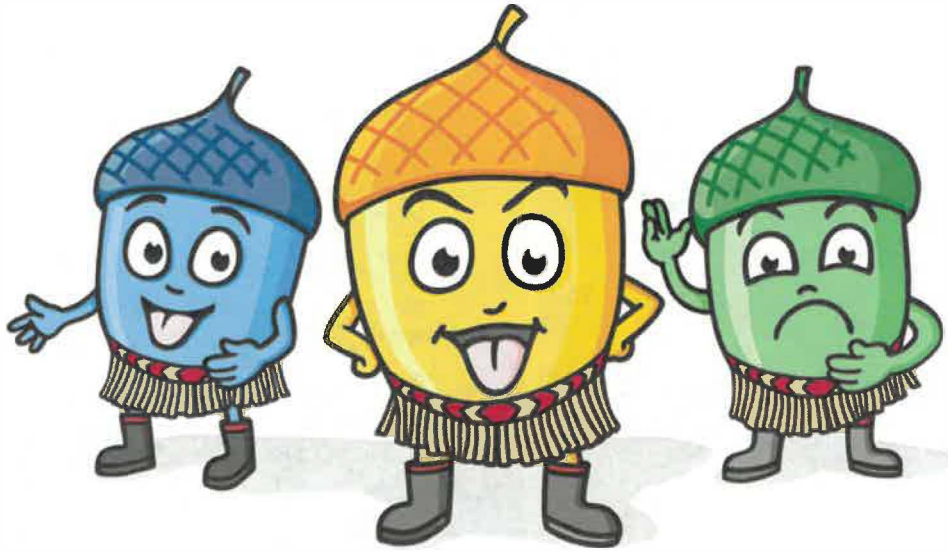
FINAL COMMENT

Considering this was our third year where tamariki absentism had a major impact on our teaching and learning due to Covid and other illness related matters, we feel our tamariki did very well due to the outstanding efforts of our teachers and staff. The year was fraught with interruptions, uncertainty, absences, and postponements, all of which played a big part in creating challenging learning conditions.

Our Walton School community continued to be amazing throughout the year and thankfully our school managed to reschedule cancelled term one events later in the year, although this too put added pressure on what were already full, busy terms.

Not all data is where we wanted it to be, but data isn't everything at the end of the day; student wellbeing is.
This is what we need to continue to monitor and manage for 2023 whilst aiming to have our tamariki continue to progress, achieve, and having fun!



SIGNED APPROVAL OF 2022 WALTON SCHOOL AoV

Stu Muckle
Walton School BoT Chair

Signed: _____ *Date:* 1/12/22

Jeremy Kurth
Walton School Principal

Signed: _____ *Date:* 1/12/22