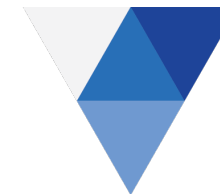


Analysis of Variance Reporting



School Name:	Arahunga	School Number:	2334
Strategic Aim:	Empowering students through education to become active, confident members of society.		
Annual Aim:	<i>It was decided to make Reading the target area of focus because it is a foundational skill to learning success, for emergent learners.</i>		
Target:	To accelerate achievement in Reading across Arahunga classes, with a specific focus on early learning.		

Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>26% of learners' working Reading levels increased by 1 or more Arahunga sub-levels of the NZC. 18% of learners' working Reading levels decreased by 1 or more Arahunga sub-levels of the NZC. 56% of learners' working Reading levels stayed within the same Arahunga sub-level of the NZC.</p>	<p>A focus on professional development around the assessment and teaching of Reading in emergent NZC learners has helped greatly with staff understanding of our learners' working levels and the progressions within this.</p> <p>Unfortunately, there was significant disruption to learning due to the COVID 19 pandemic which did cause some students progress to regress. Staff however, focused on supporting learner's wellbeing with particular regard to anxiety levels of learners. Feedback from whānau about teacher support during this time was very positive.</p> <p>Considerable work was put into supporting learners via distance, video, email, resources, direct video calls, etc. to whānau and this helped maintain some learners' achievement levels during this time.</p>	<p>The increase in whānau contact gained during the level 3 and 4 lockdowns is one of the beneficial paradoxes on the pandemic and we are continuing to capitalise on this. This represents great potential for our learners and their whānau.</p> <p>Staff strengths regarding teaching levels has been reviewed and shifts made to help strengthen teaching teams according to the needs of the learners in each setting.</p> <p>The involvement of outside experts in literacy has been hugely beneficial, even though interrupted by alert levels. The learning from this is being used by teaching teams to assess for learning more accurately and efficiently, already leading to more targeted teaching and therefore is likely to continue to boost the effects of active assessment for learning practice.</p> <p>Increased use of digital technologies in the learning situation is again another learning experience gained from alert levels 3 and 4 which we are looking to greater integrate into our practices. These will allow us to better support learners who are physically unable to attend classes regularly. This should help boost these learners' achievement and ultimately their attendance will be improved as re-integration after sickness will be made easier by learners' having maintained connection to the learning situation and community.</p>