

Analysis of Variance 2020

Partnerships for Learning

Goal: To provide and promote educationally powerful partnerships that enhance student learning and support cultural awareness, learning and understanding.

Targets: To develop an annual strategic plan for regular communication and consultation with our Māori whānau.
To further develop and consolidate our understanding of PaCT (Writing) as a tool for improving teacher practice and assessment for learning.
To positively contribute to Te Hū o Kākāpōtahi Kāhui Ako.

Baseline Data/Historical Position: Writing and in particular Māori boys writing has been a concern for our school and Kāhui Ako for a number of years. We believe that through building relationships with Māori whānau, and developing our knowledge of the PaCT tool and Learning Progressions, we will enhance teacher pedagogy which in turn will help our Māori boys/girls (and all other students) achieve success and progress with their writing. There was significant progress made in this area last year, with for the first time in four years Māori students achieving above 85% at or above expectations. We hope to maintain this momentum in the future.

Relative student targets:

Source:	2019	2020	2021	2022
Writing data	86% of Māori students at or above	To have 8 out of 10 Māori students achieving at or above expectations for writing.	To continue to aim for above 80% of Māori students achieving at or above expectations.	To continue to aim for above 80% of Māori students achieving at or above expectations.

Key Improvement Actions:

When	What	Who	Indicators of Progress
Term 1-2	<ul style="list-style-type: none"> To develop in consultation with Māori whānau a strategic plan for regular communication and consultation around Māori students achieving success as Māori. 	Dion	<ul style="list-style-type: none"> That by the end of Term 2 there is a three year plan in place that has been developed collaboratively by the school and Māori whānau.

Term 1	<ul style="list-style-type: none"> To have a meeting in Term 1 to reflect on last year's goals and achievement success and to start to map out the future plan. 	Dion	<ul style="list-style-type: none"> A meeting was held in Term 1 to celebrate the success of last year, and reaching our two goals. The meeting is recorded on the Whānau Hui Google Doc.
Term 1-4	<ul style="list-style-type: none"> For the teaching team to further unpack PaCT Writing as a tool for assessing and for improving teaching. For the teaching team to explore the Learning Progression Framework that supports the PaCT tool. 	Jane & Dion	<ul style="list-style-type: none"> That each term there is scheduled staff PD on using the LPF and PaCT writing tools. By the end of Term 3 each teacher can comment on how they are using these tools to enhance their teaching practices and student achievement.
Term 1-4	<ul style="list-style-type: none"> For the principal to attend and contribute to Te Hū o Kākāpōtahi Kāhui Ako meetings, including Stewardship meetings. To plan for our Deputy Principal to continue to support the Te Hū o Kākāpōtahi Kāhui Ako as a member of the Middle Leaders Group. 	Dion Jane	<ul style="list-style-type: none"> That the principal has attended all meetings and played a key role by being in an Expert Principal role. Jane has been released when available to attend Middle Leaders Group meetings. That Jane is able to contribute to the Spirals of Inquiry development across the Kāhui Ako.

Analysis of variance – future action (how are we doing? Where are the gaps? What needs to change?)

Mid-year ...

There was no mid-year data gathered due to the effects caused by Covid. It was decided not to put unnecessary pressure on our students and staff.

End of year ...

After lockdown, and once the school and its community were more settled we have been successful in reaching most of our indicators of success. There was a Maori whanau hui held in August where we reflected on last year's goals, and made plans and goals for the future. The outcomes are recorded below.

Outcomes

1. That there would be a Māori Whānau hui held every year in Term 3. This hui would include some Māori language and tikanga through karakia,

waiata and whakataukī. We would also continue to connect through kai at the start of the hui.

2. That the school may look to hold another hui for all school whānau during the year.

Goals

Through the rich korero we decided that we would look to action the following goals in 2020/2021.

1. To investigate hosting Whānau Te Reo and Tikanga learning evenings at school.
2. To investigate developing our cultural narrative into a visual representation to be displayed at school and on new kapa haka uniforms.

Teachers have entered writing data on to PaCT using the Learning Progression Framework for mid-year, and the end of year. This carries on from last year and will provide a trail of progression for our students. Teachers have also started to use the writing framework as a teaching and planning tool, making explicit links to their teaching from the gaps shown in the data.

The principal continues in their role as expert principal supporting and leading the Malvern Principals group. The middle leadership group has yet to be established and therefore Jane has yet to be involved.

Our data shows that we have 8 out of 10 Māori students achieving at or above expectations for writing. One of these students is special needs and so therefore needs to be removed from the data. Therefore we have 8 out of 9 Māori students achieving at or above expectations for writing, 89%. This is very pleasing and carries on from the mahi that happened in 2019. It is rewarding to see that these students continue to achieve to a high standard and that our actions for improvement have maintained our momentum for this cohort of students. Our next step is to look at how to support our 1 underachieving student and continue this momentum.

Responsive Curriculum

Goal: To provide an innovative curriculum that is localised with a strong bi-cultural focus while being responsive and personalised to individual ākongā needs.

Targets: To develop our learning curriculum to incorporate our Curriculum Compass and the new Digital Technologies Curriculum.
To work with whānau, Mātauraka Mahaanui and Te Taumutu Rūnanga in order to develop a bi-cultural and localised curriculum.
To continue our Spirals of Inquiry in order to guide and enhance our curriculum development from student, whānau and community input.

Baseline Data/Historical Position: In reviewing our School Values we created a wellbeing curriculum for our kura. This has naturally progressed to us needing to review and update our learning curriculum. We wish to develop strong links and connections between the two while using current pedagogy and research to guide us. We will measure the success with our curriculum development through student progress and achievement in Reading and Mathematics. In particular we will look at Māori students achieving the same success as all other students in Mathematics.

Relative student targets:

Source:	2019	2020	2021	2022
Reading and Mathematics data	Reading Other students 90% Māori students 93% Mathematics Other students 93% Māori students 79%	Reading To have 90% of other and Māori students both achieving at or above expectations Mathematics To have 90% of Other and Māori students both achieving at or above expectations	To continue to aim for 90% of both Other and Māori students achieving at or above expectations.	To continue to aim for 90% of both Other and Māori students achieving at or above expectations.

Key Improvement Actions:

When	What	Who	Indicators of Progress
Term 1-4	<ul style="list-style-type: none"> To start organising a concept curriculum folder/file which will include the following, Curriculum Compass design and breakdown/explanation of the different parts of the 	Dion with staff	<ul style="list-style-type: none"> By the end of Term 2 there is a file established which collects and shares all current developments with our curriculum.

	compass, an outline of explicit actions to meet our compass beliefs, an overview of each curriculum area, assessment plan to support our new curriculum and long term implementation of localised themes.		<ul style="list-style-type: none"> By the end of the year there are draft documents in place for all the actions listed under the what bullet point.
Term 1-4	<ul style="list-style-type: none"> To support all staff to attend professional development through either Mātauraka Mahaanui, Te Taumutu Rūnanga or other appropriate options. Funding available through the board PD account. There is a draft Te Reo language acquisition plan developed for the school in collaboration with our Kāhui Ako. 	Dion & Jane	<ul style="list-style-type: none"> That staff have been made aware of PD opportunities and are supported to attend where possible. Staff have attended PD and had the opportunity to share their learning and reflections with their colleagues. There has been a draft plan established which has been started, or planned to start in 2021.
Term 2-4		Jane?	
Term 1-4	<ul style="list-style-type: none"> To continue our whole school Spirals of Inquiry to support our curriculum development. To establish a plan for implementing our Spirals of Inquiry over the year with staff (staff meetings, TOD and recording of process). To look at gathering information from other stakeholders, parents etc (part of plan). 	Jane with staff	<ul style="list-style-type: none"> There will be a written record of Spirals PD and teacher reflections and sharing. A plan will be in place for implementing Spirals of Inquiry over the year. Information from a range of stakeholders will be collected and shared.

Analysis of variance – future action (how are we doing? Where are the gaps? What needs to change?)

Mid-year ...

There was no mid-year data gathered due to the effects caused by Covid. It was decided not to put unnecessary pressure on our students and staff.

End of year ...

There has been work done on developing a curriculum design and overview document. The document has an overview of our beliefs and curriculum compass while also showing our three year curriculum design. This is an evolving document which we will continue to be refined and added to over the next few years. This will include overviews for each curriculum area and assessment practices.

There is also an ongoing document developed by Jane to record our school wide spiral of inquiry. Jane and I develop a plan for engaging with our inquiry over a term and map this out over staff meetings and TOD. This year the focus has been on how we can support students to work more collaboratively with each other to enhance their learning.

Almost all teaching staff have been involved in bi-cultural profession development this year. Three staff members attended the Te Ahu o Te Reo course while another two staff attended professional development with Te Taumutu Rūnanga. We are yet to establish a Te Reo acquisition plan and wait to see if this becomes a priority for our Kahui Ako. If not we will look to establish our own plan through consultation with local preschools and the high school.

Our data shows that we have been very close to achieving our targets for Māori and non Māori students. Below is a breakdown of this data.

- Students achieving at or above expectations in reading; Māori - 89%, Non Māori - 87%
- Students achieving at or above expectations in writing; Māori - 89%, Non Māori - 79%
- Students achieving at or above expectations in mathematics; Māori - 89%, Non Māori - 87%

Given the interrupted and unusual year we have had I feel this is a positive result for our students and school. The results are consistent with what we achieved last year with our lower performing area being writing for our Non Māori students. Our reading and mathematics data shows we were very close to achieving our target of 90%. Given our small numbers one student making enough progress to move from below to at would alter this data. Our next step is to look at different ways we can support our Non Māori students to progress at a faster rate in order to achieve more than a year's progress in writing.

Wellbeing

(Students and Staff)

Goal: To promote the health and wellbeing of all ākongā and kaimahi through explicit planning and systems throughout the school.

Targets: To develop and implement an annual wellbeing plan for staff.
To develop guidelines for staff to be able to consistently record student behaviours.

Baseline Data/Historical Position: With an increasingly strong focus on student wellbeing developing over the last three years, the staff have become more aware of the need to also focus more on their own wellbeing. The staff and board feel it is important to role model the importance, values and skills we are installing in our students, in ourselves.

Key Improvement Actions:

When	What	Who	Indicators of Progress
Term 1 Term 1-4 Term 1-4 Term 1-4 Term 1-4 Term 3	<ul style="list-style-type: none"> ● Include a well-being goal in the teacher appraisal process. ● To reflect on progress with goals throughout the year at staff meetings and TOD. ● To include a 'what's on top' section in our staff meetings to share and build relationship trust. ● Goals are also part of Reciprocal Relationships meetings. ● Support staff meetings each term with a wellbeing focus. ● Support staff annual breakfast. 	<p>Dion</p> <p>Dion & Jane</p> <p>Dion & Jane</p> <p>Dion & Jane</p> <p>Dion & Anne</p> <p>Dion & Anne</p>	<ul style="list-style-type: none"> ● Each teacher has a wellbeing goal in their appraisal document which they work towards over the year. ● Teachers have the opportunity to share and reflect on their goals regularly throughout the year. ● Wellbeing and checking in with each other becomes a normal and valued part of our meetings. ● Teachers are discussing their goals when meeting with their Reciprocal Relationship partner. ● A what's on top section will be included in support staff meetings. ● Support staff will feel valued for their mahi.
Term 1-2	<ul style="list-style-type: none"> ● To work with staff to create guidelines for recording student behaviours. 	Dion	<ul style="list-style-type: none"> ● By the end of Term 2 there will be guidelines created for consistently recording student behaviours.

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Analysis of variance – future action (how are we doing? Where are the gaps? What needs to change?)

End of year ...

Wellbeing has become even more of a focus for us as we navigated a very unusual and interrupted year. Our indicators of success have been met and we now have a wellbeing annual plan in place to ensure we continue to value wellbeing and our staff throughout the year. The plan was shared with staff and will be reflected on each year.

The staff created behaviour for learning guidelines to develop clear expectations across the school. Within these guidelines were protocols for recording student behaviours on a tracking document. A child friendly version is displayed in each class and referred to by teachers and staff. The tracking document has been used to look for trends and needs within a class and across the school. Teachers were given a release day in term 4 to plan for and provide targeted support for identified needs.

Stewardship

Goal: The board meets statutory requirements and positively represents and serves the community.
The board scrutinises the work of the school in achieving the best student outcomes possible and evaluates its performance in this role.

Target: To strengthen the processes of evaluating school data and information on student wellbeing, achievement and progress.

Baseline Data/Historical Position: The schools latest ERO review in 2019 identified that the school could improve the data and information it shared with the board. A key element of this feedback was the need for the board to use the data and information received to critically evaluate the progress of all students. Although steps have been made in 2019 to remedy this, we feel it's important to seek further improvement in this area.

Key Improvement Actions:

When	What	Who	Indicators of Progress
Term 2 and 4	<ul style="list-style-type: none"> To analyse the mid and end of year data to establish whether sufficient progress has been made for all students in the core curriculum areas of literacy and mathematics. 	Board	<ul style="list-style-type: none"> The board will examine the mid and end of year data and information and determine whether sufficient progress has been made for all students in literacy and mathematics.
Term 2 and 4	<ul style="list-style-type: none"> To analyse the student target document (students with social, emotional and learning needs) mid and end of year to establish whether sufficient progress has been made. 	Board	<ul style="list-style-type: none"> The board will examine the student target document and determine whether sufficient progress has been achieved.
Term 2 and 4	<ul style="list-style-type: none"> To analyse the mid and end of year Learner Profile data to establish if sufficient progress has been made. 	Board	<ul style="list-style-type: none"> The board will examine the Learner Profile data and determine whether sufficient progress has been made.
Term 2 and 4	<ul style="list-style-type: none"> For the board to evaluate its role in analysing the schools work in achieving its goals and targets. 	Board	<ul style="list-style-type: none"> The board will examine its role in supporting the school to successfully make sufficient progress towards their goals and targets.
Term 2	<ul style="list-style-type: none"> To survey all staff on their wellbeing. 	Board	<ul style="list-style-type: none"> The board will have completed a wellbeing survey for all staff.
Term 2	<ul style="list-style-type: none"> To survey students on their wellbeing (possibly using the wellbeing at schools website). 	Dion	<ul style="list-style-type: none"> The board will examine the results from the student wellbeing survey and determine if the school is successful

			in creating a safe, happy and nurturing environment.
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Analysis of variance – future action (how are we doing? Where are the gaps? What needs to change?)

Mid-year ...

Given the unforeseen circumstances of Covid there was no data to analyze at the midpoint of the year.

End of year ...

The board received detailed data for the end year in order to determine if sufficient progress has been made.