

## Analysis of variance for Kawhia Primary School – 2014 Target

School name and number Kawhia Primary School 1771

**Focus: Writing**

**Strategic Aim: All taurira are able to access the New Zealand Curriculum or Te Marautanga o Aotearoa as evidenced by progress and achievement in relation to the National Standards (NS) and Ngā Whanaketanga (NW)**

**Annual Aim: Student achievement in writing will improve**

**Baseline and End Year National Standards and Nga Whanaketanga**

National Standards – Room 1 Year 1-8 – Boys

	Well Below	Below	At	Above
<b>Writing Beg Year</b>	3	1		
<b>Writing End Year</b>	2	2		

Nga Whanaketanga – Ruma Rua Tau 1-8 – Te Wehenga Tuawha 2013

	Manawa Taki	Manawa tīfī	Manawa Ora	Manawa Toa
<b>Tuhituhi i mua o te tau</b>	4	5	1	
<b>Tuhituhi i mutu o te tau</b>	4	4	1	1

**Target:** Target: That 75% of boys are achieving at or above National Standards or Nga Whanaketanga Rumaki Maori by the end of 2014 or have shown accelerated learning progress within curriculum levels.

**End Year Result:**

**Note – the results displayed in the previous tables indicate boys who were at school at the beginning and end of year, which may reflect differently to the original target setting data and National Standards/Nga Whanaketanga due to students leaving and enrolling.**

Nga Whanaketanga – Of those at MANAWA TAKI, one student has advanced one sub-level. Two students have improved one full level – moving from MANAWA AKI to MANAWA ORA and moving from MANAWA ORA to MANAWA TOA. Overall, five students have improved at least one sub-level.

National Standards – Two students improved from WELL BELOW to BELOW, one student remained at WELL BELOW and one student moved from BELOW to WELL BELOW.

<b>Actions (what did we do?)</b>	<b>Outcomes (what happened?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>

<p><b>Improve student agency in their own learning (active and engaged learners)</b></p>	<ul style="list-style-type: none"> <li>• Kawhia School was part of the Kawhia Moana Learning and Change Network (LCN) Cluster</li> <li>• The LCN cluster collated all national standards results across the schools and determined that writing for boys was the greatest needs</li> <li>• Therefore, a cluster wide target focusing on boys and writing was developed, along with an action plan that emphasised student agency</li> <li>• The Board of Trustees adopted the same target so that the work alongside the LCN would be supportive of raising boys' achievement in writing.</li> <li>• Through the LCN network, we were inspired to trial student-led timetables</li> <li>• The Reo Rumaki kaiako inquired whether the development of aro-ako (learning path) and having children articulate immediately prior to writing ensure more attention is given to individual ara-ako by children, teacher and support staff as an effective vehicle for developing student agency</li> </ul>	<ul style="list-style-type: none"> <li>• Student-led timetables - Students needed to be scaffolded into making time efficient decisions – for example, some chose one hour for handwriting. Some also needed to be encouraged to challenge their own learning without dependency on teachers – something they were not used to. Writing needed to be more structured and instructional to build on their knowledge base.</li> <li>• Ara-ako – student voice was recorded to document change over time. This was shared with the LCN, who found the data to be powerful in demonstrating the improvement made in the students. There was clear improvement of them being able to articulate understanding of the purpose of ara-ako and how it helped them in their learning and to recognise their next steps.</li> </ul>	<ul style="list-style-type: none"> <li>• A copy of the LCN Milestone report is attached to this analysis of variance</li> <li>• At the time this was written, we had not received 2014 clusterwide data for writing</li> </ul>
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<p><b>Develop teacher pedagogy – teaching as inquiry.</b></p>	<ul style="list-style-type: none"> <li>• Teacher appraisals were developed as inquiries.</li> <li>• Regular meetings – both appraisal and staff – focused on the writing needs of the students based on their inquiries. Findings and questions were shared collegially.</li> <li>• Walk-throughs were conducted and results shared with teachers, who helped provide collective feedback and feedforward</li> <li>• Professional development was provided through the LCN cluster with leadership and literacy advisers for Room 1</li> <li>• Room 2 was provided indepth support for Te Reo Matatini</li> </ul>	<ul style="list-style-type: none"> <li>• Whole year appraisal inquiries can be drawn out and often difficult to see the big picture</li> <li>• I had shared with the LCN cluster this concern and they also shared the same concern.</li> <li>• We are in the processing of revising the appraisal system as a result of consulting with the LCN cluster and their advice that focuses on upskilling staff</li> </ul>	<ul style="list-style-type: none"> <li>• Finalise appraisal inquiry process with teachers</li> <li>• Maintain appraisal inquiry cycle – including meetings, observations and data analysis</li> <li>• Indepth support provided by the Ministry of Education resulted in minimal impact. The advisers for the LCN Network had to distribute their time between a number of schools and the Te Reo Matatini facilitator was also committed to other kaupapa, limiting the number of possible visits.</li> </ul>
<p><b>Learn how to engage more successfully with families about learning</b></p>	<ul style="list-style-type: none"> <li>• Reading Together was delivered to six families and well received by those who attended</li> <li>• Reporting to parents was redesigned to make it simpler to read and to encompass more areas of learning. Feedback at parent interviews was positive.</li> </ul>	<ul style="list-style-type: none"> <li>• This is a continual learning journey for us as we try to become innovative in the way we can engage our families more successfully about learning</li> <li>• Hopefully the Te Rerenga Whakatomene, our application for the Teacher Led Innovation fund will encourage a more collective approach to</li> </ul>	<ul style="list-style-type: none"> <li>• Apply for the Teacher Led Innovation Fund (in partnership with Hauturu School and the Kawhia Early Childhood Centre as the lead schools)</li> <li>• Offer Reading Together in Terms 2 and 4</li> <li>• Continue to enquire about Incredible Years for Parents</li> </ul>

		<p>help our children with their learning and achievements</p>	<ul style="list-style-type: none"> <li>• Explore parent-student conferencing</li> </ul>
<p><b>Planning for next year:</b></p> <ol style="list-style-type: none"> <li><b>1. Writing target to be set for 2015 as well as class targets for Korero / Reading</b></li> <li><b>2. Engage with Student Achievement Function Practitioner to help build capability to raise student achievement and review targets specific to need</b></li> <li><b>3. Continue with the Kawhia Moana Learning and Change Network to build on student agency</b></li> <li><b>4. Literacy and Te Reo Professional Learning Development (PLD) approved by MOE – this time for Kawhia School only</b></li> <li><b>5. Principal has been awarded grants to attend a Leadership Conference in Australia and to participate in the Advanced Leadership Programme for 2015</b></li> <li><b>6. BOT led initiative for community involvement</b></li> <li><b>7. Apply for the Teacher Led Innovation Fund in partnership with Hauturu School and Kawhia Early Childhood Centre</b></li> <li><b>8. Work with a local businessman who has offered to donate digital equipment to Kawhia School and review how digital learning programmes can help accelerate progress of learning</b></li> <li><b>9. Work with local groups who would like to establish adult education (helping to engage families more successfully about learning)</b></li> <li><b>10. Work with teaching staff to review appraisal process</b></li> <li><b>11. Teacher and Teacher Aide Certificated Modules to be delivered at Kawhia School to upskill all our teaching staff</b></li> </ol>			

planning &  
reporting