

Analysis of Variance Reporting



| | | | |
|---------------------|---------------------|-----------------------|------|
| School Name: | Little River School | School Number: | 3418 |
|---------------------|---------------------|-----------------------|------|

| | |
|-----------------------|---|
| Strategic Aim: | <i>Community Connection - Seeking to extend learning beyond the school and share our experiences with our community.</i> |
| Annual Aim: | <p><u>LEARNER AGENCY</u></p> <p><i>All students will become more active in their learning they will grow in confidence, develop skills with making next step learning choices, will follow through on their personalised practice and seek help earlier when confused. They will have a greater understanding about their strengths and development needs</i></p> |
| Target: | <p>Annual Target:</p> <p><u>Where do we want to be at the end of 2018?</u></p> <p>All pupils - will make sustained progress in their competency of managing themselves as active learners who self-motivate and can be independent, stated in their self-reflections.</p> <p>For Boys and Māori there will be an improvement in their September grade for Managing Self when compared to end of 2017 grade. Progress from term 1 to term 3 level will be evident for most pupils, as recorded in their written report and Learner Level Profile.</p> <p>We want:</p> <ul style="list-style-type: none"> * engaged learners, no matter the level they're achieving at. * learners who manage themselves and happily ask for help when unsure. * learners who seek out opportunities that will meet their learning needs and personal interests. * to work with learners who are passionate about learning and curious. * our pupils to be saying they want this too, and asking to be supported as they learn in this way. |

Baseline Data:

Baseline data: Using the reported grades for the competency of Managing Self - specifically: Self-Motivation and Independence. Data from a total roll of 76 is showing an obvious discrepancy between the reported achievement of girls and boys.

The greatest difference between girls and boys appeared in the Year 4-5 cohort. Māori pupils reported as competent number only 2 of 8.

| <u>Managing Self</u> Sept 2017 | <i>Beginning</i> | <i>Able</i> | <i>Competent</i> |
|-----------------------------------|------------------|-------------|------------------------------|
| Total roll | 7.89% | 36.8% | 55.2% |
| | | | |
| Girls | 4.9% | 22% | 73.2% |
| Boys | 11.4% | 54.3% | 34.3% |
| Māori | 25% | 50% | 25% <input type="checkbox"/> |

| 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>1) We chose to reintroduce a whole school competency - focused target with the intention of growing learner agency across our school.</p> <p>Competency Focus was: Managing Self – Specifically- Learner self-motivation and independence.</p> <p>The broad aim of making significant change for pupils in the skills for lifelong learning.</p> <p>This target took into consideration the variety of learner dispositions and aims to develop pupils' abilities in managing themselves, their motivation and independence as they pursue learning opportunities across the curriculum and beyond school.</p> <p>For written reporting at Term 1 and 3 we included student voice to contribute to the achievement picture for parents and to illustrate the way students were agents in their own skill development.</p> | <p>1) Of a total roll of 76 (as at term 1) the data is showing an obvious discrepancy between the reported achievement of girls and boys.</p> <p>The greatest difference between girls and boys appeared in the Year 4-5 cohort.</p> <p>Maori pupils reported as competent number only 2 of 8.</p> <p>2) By November, Strong progress was seen with more pupils graded 'Competent' and Maori progress was significant. Girls all graded either 'Able' or 'Competent' by the end of the year for this target.</p> <p>Confirmation of this Competency was done with benchmarking against the 'Thinking Competency' - with the criteria of 'Reflecting on their own learning'</p> | <p>1) Following analysis of term 1 reported grades, investigation questions around what self-motivation and independence looks like for boys or Maori was asked.</p> <p>2) Greater consistency across the school with decisions about the focus competency. Increased use of matrix for OTJ and development of contexts for students to present their capabilities and practice next level skills. Increased confidence with students reflecting on their abilities = achievement of the Learner Agency Target aims.</p> | <p>1) What evidence was being used to support OTJ about Managing Self? And if the Learner Agency Matrix could inform a re-designed Matrix for Managing Self that could apply across the school.</p> <p>2) <i>We want to work to reduce competencies to be measured inconsistently, subjectively or grades based on one context. For some learners, they can show competence at any point along the continuum during a week of schooling. Working collaboratively with different partners or relationships with teachers can affect the level of competence shown.</i></p> <p><u>Next Steps:</u> To tailor the matrices for the Key Competencies to fit with the Little River School reporting form and criteria we base our programmes and decisions on.</p> |
| Planning for next year: | | | |

| Managing Self T 4 - 2017 | Competent | T1 2018 | T3 2018 | Able To | T1 2018 | T3 2018 | Beginning | T1 2018 | T3 2018 |
|-----------------------------|-----------|------------|------------|---------|------------|------------|-----------|------------|------------|
| all | 55.2% | 41% | 53.9% | 36.8% | 44% | 42.1% | 7.89% | 14% | 3.9% |
| girls | 73.2% | 54% | 63.1% | 22% | 38% | 38.5% | 4.9% | 8% | 0 |
| boys | 34.3% | 29% | 42.2% | 54.3% | 50% | 46.6% | 11.4% | 21% | 8.8% |
| Māori | 25% | 26% | 31.5% | 50% | 47% | 57.8% | 25% | 26% | 10.5% |

By the end of term 3:

96% of the total roll was graded 'Competent' or 'Able' for Managing Self - Self motivation and Independence. Future steps to refine school matrices for all Key Competencies and to continue to focus learning programmes through development of competencies within authentic contexts. Ongoing reporting of progress through pupil self reflections and examples provided for whanau in written reports and sharing opportunities or interviews.

BOT: Presented 25th Feb 2019.