

Analysis of Variance Reporting



School Name:	Little River School	School Number:	3418
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Strategic Aim:	Strategic Goal High Expectations - Doing our best.														
Annual Aim:	MATHS - Develop the abilities of our capable mathematicians to be more successful and confident with problem solving tasks in maths.														
Target:	Through enrichment activities focused in problem solving we will extend the targeted children's' abilities to make successful use of all their mathematics strategies and knowledge.														
Baseline Data:	<p>Twenty pupils from year 3 - 8 have been identified as working beyond their expected level in Maths. This group would benefit from a target to grow their problem solving skills and ability to make use of maths strategies and knowledge in cooperative activities and for preparation for the CantaMaths competition.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">20</td> <td style="text-align: center;">12</td> <td style="text-align: center;">8</td> <td style="text-align: center;">3</td> </tr> <tr> <td style="text-align: center;">Pupils have been identified from 2018 data.</td> <td style="text-align: center;">Boys</td> <td style="text-align: center;">Girls</td> <td style="text-align: center;">ID as Maori</td> </tr> <tr> <td style="text-align: center;">Updated 13th March 2019.</td> <td></td> <td></td> <td></td> </tr> </table>			20	12	8	3	Pupils have been identified from 2018 data.	Boys	Girls	ID as Maori	Updated 13th March 2019.			
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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>Feb/March</p> <p>Cohort levels identified during early assessments for end of term 1 2019 reporting.</p> <p>Report of personal confidence and attitude toward problem solving maths.</p> <p>April/May</p> <p>Use of google form to survey individuals and track their changing attitudes.</p> <p>Use of enrichment resources and online sites, aswell as contributions from the target group about when, how they can work to develop their skills.</p> <p>Establish an e-ako maths class for virtual teaching.</p> <p>https://nzmaths.co.nz/problem-solving</p> <p>July - Data on coverage of extra curricular maths, attitude survey information and change, maths level changes of cohort.</p> <p>Aug/Sept</p> <p>Planned timetable for team coaching and working through exemplar problems for the CantaMaths competition. Inclusion of next year level below, in preparation for 2020 events.</p> <p>Nov Final Reporting</p>	<p>Initial attitude survey, grouping of identified pupils and exposure to e-ako maths site proved to be popular for the pupils in the target group and a cohort that were also trialling for the Canta Maths teams. Survey attitudes showed these pupils would favour a maths fun club in school.</p>	<p>Target group with extras was put together after pupils from senior school were given the opportunity to prepare and trial for the Cantamaths teams.</p> <p>Original target group reduced to 16, due to target not matching their needs, and roll changes. (following update early in the year)</p> <p>For some it wasn't about the maths, it was the pressure of performing and representing the school at Cantamaths.</p> <p>Pupils generally liked being surveyed and sharing their views about maths.</p> <p>Record of data into the SMS was patchy, due to the range of assessment tools used across the school: asttle, IKAN, snapshots and in the junior school JAM and Numpa. A better assessment schedule across the school for data gathering and entering is to be designed as the school looks to upgrade it's SMS from 2020.</p>	<p>Early identification of a cohort across the middle and senior school who would benefit from extra maths practice – ie opt into a math club or make use of e-ako practice in their own time, would benefit the school by raising the standard of maths. The culture of viewing maths as fun and something that can be enjoyed collaboratively would add benefit too.</p> <p>A review of the assessment schedule and tools to provide data for a new SMS would help streamline the levelling and focus teaching and learning plans.</p> <p>More consistent data entry will enable the teachers and principal to make better analysis and present achievements to parents and the BOT with greater detail.</p>

Planning for next year:

Data from maths attitude survey.

Attitude toward maths – 91% positive attitude

Motivation toward maths – 82%

I think maths is exciting and interesting – majority selected highest rating (5/5)

I never get tired of doing maths - majority selected middle rating (3/5)

I think maths helps me understand life - majority selected second highest rating (4/5)

I think maths helps people make important decisions - most selected two highest ratings (4&5/5)

Self Management – During class I pay attention – most selected second highest rating (4/5)

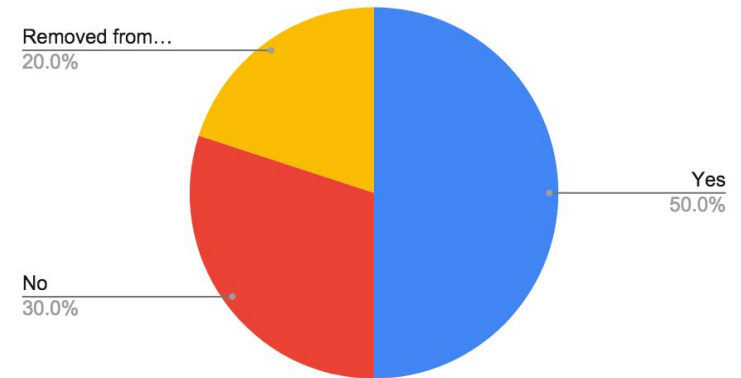
Self Management – When I become confused I sue lots of strategies to figure the problem out – all selected two highest ratings (4&5/5)

September reported data for identified cohort

An extension target to lift capable mathematicians problem solving abilities.

Year	Pupil	March Level	Sept Level	Target Achieved?
3	O ₃ O ₃ O ₃	4/5 4/5 4/5	5 5 5	No No No
Expected Stage		4	5	
4	O ₃ O ₃	6 6	6/7 6/7	Yes Yes
Expected Stage		5	5	
5	O ₃ +O ₃ O ₃	6 6 6 6	6/7 6 6 6	Yes No No No
Expected Stage		6	6	

Maths Target - Achieved 2019



6	+0	7	6/7	Yes
Expected Stage		6	6	
7	+0 +0 +0 +0 M	8 8 8 8	8 5A 8 5B 7/8 4P 8 5B	Yes Yes Yes Yes
Expected Stage		7	7	*When based on asttle level.
8	+0 +0	8 8	8 5P 8 5P	Yes* Yes*
Expected Stage		7	8	10 Yes 6 No

E asTTle Maths norms chart: https://docs.google.com/document/d/1h_F_Un7GmVcTJ7zU2MOhAulOpJ4I3xE0KoZ-elPser8/edit?usp=sharing

Possible Next Steps:

- for use of e-ako, maths fun club in school.
- A change of SMS and review of assessment tools to provide data and next step learning goals.

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Strategic Aim:	Strategic Goal Opportunities to Shine - Finding ways to showcase our talents and be celebrated for our unique abilities.				
Annual Aim:	<p>WRITING - Raise achievement and enjoyment in writing for pupils achieving under their expected curriculum level.</p> <p>Significantly improve writer competence as well as attitude to being a storyteller in the written form.</p>				
Target:	<p>We want our reluctant writers from the 2018 target to change their attitude about themselves as writers.</p> <p>They will produce a published story from a process of storytelling, sharing, editing and writing.</p>				
Baseline Data:	This group is our priority learners = 21% of our March 1st roll.				
	21 pupils have been identified from 2018 data. Updated 13th March 2019.	19 Boys	13 ID as Maori	8 known specific learning needs.	2 Girls

Analysis of Variance Reporting



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>Feb/Mar Writing target developed for known and new pupils, identified by previous data and incoming records.</p> <p>May Storytellers Project 'Part 2' initiated</p> <p>June-Aug Creating Midway progress reporting</p> <p>Nov End of term 3 written reporting</p>	<p>Pupil's at risk of not achieving to expected NZC level during 2018 reporting are to be confirmed by teachers and added to the target group.</p> <p>Target group meets with principal for project outline and to introduce new pupils to the Storytellers process.</p> <p>Baseline samples created/evaluated - an agreed writing level established.</p> <p>Target group work within class, and outside of class to develop their oral stories into written forms.</p> <p>Ongoing sharing and editing with invited mentors, family and role models.</p>	<p>Target handled completely differently - more in class delivery for target group pupils, more sharing of work within staff and to parents eg: children's books made by Yr 6-8 and Yr 2-3 classes. Year 5 Writers in target didn't do the book creation unit. Their writing was focused on non fictional project presentations.</p> <p>6 pupils removed from target group due to target not matching their needs, roll changes. (following update early in the year)</p> <p>To withdraw a writing group from a variety of classes became too disruptive for them and difficult for programme delivery.</p> <p>Creating and writing/illustrating story books for other classes to enjoy proved to be motivating and set an inherent quality standard.</p>	<p>Time for writing is important for writing to be of quality.</p> <p>A purpose for writing, as in the book authoring units in the senior and junior school, provided motivation and set an expectation about the quality. Sharing to buddies, other classes, at assembly and to family and friends created pride and a strong sense of accomplishment.</p> <p>Genre styles chosen for writing assessment and relative movement against the expected levels are factors in success. The genre practiced is the genre that needs to be measured for success.</p> <p>Working with advisors from Young Writers Workshop and collaboratively across the Banks Peninsula Cluster is hoped to develop strategies that will bring success for our most at risk writers as well as extend others.</p>

Planning for next year:

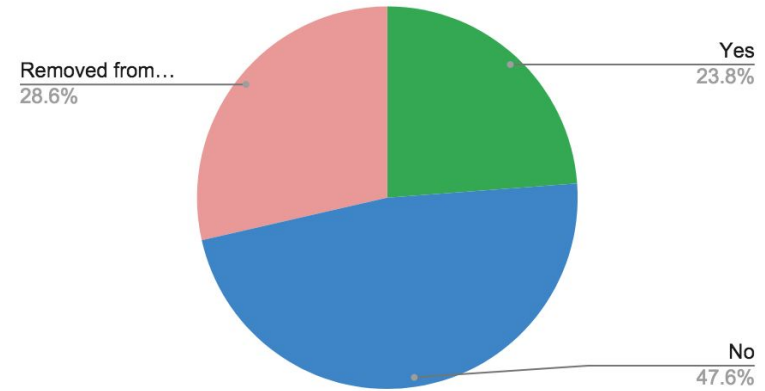
- Possible Next Steps:
- Make use of the Young Writers Workshop to develop all writers
 - Develop across the Banks Peninsula Cluster a common set of writing exemplars and work toward cluster moderation practices
 - Work to address disproportionate number of Maori and boys who are identified as writers at risk of performing below expected curriculum level

Writing Target: raise achievement and enjoyment in writing for underachieving writers.

Year	Pupil	Feb Level	March Level	Sept Level	Target Achieved?
2	♂Mn ♂M ♂M	L1i L1i L1i	L1 b L1 b L1 a	L1ii b L1i b L1ii a	Yes No Yes
<i>Expected level</i>		<i>L1</i>	<i>L1i</i>	<i>L1ii</i>	
3	♂M ♂M	L1i L1i	L1 b L1 a	L1i b L1iii a	No No
<i>Expected level</i>		<i>L1ii</i>	<i>L1iii</i>	<i>L2 b</i>	
4	♂M	L1iii	L2 a	L2 a	Yes
<i>Expected level</i>		<i>L2 b</i>	<i>L2 a</i>	<i>L2 a</i>	
5	♂M ♂M ♂M ♂M	L2 L1iii L1iii L2	L2/3 a L2/3 a L2/3 a L2/3 c	L2/3 a L2/3 a L2/3 a L2/3 c	No No No No
<i>Expected level</i>		<i>L2 c</i>	<i>L3 b</i>	<i>L3 b</i>	
6	♂M ♂ ♀ ♂M ♂Mn	L2 L2 L2 L2 ?	L3 a L3 a L3 b L3 b ? b	L3 a L3 a L3 b L3 b L3 b	Yes Yes No No No
<i>Expected level</i>		<i>L3 b</i>	<i>L3 a</i>	<i>L 3 a</i>	5 Yes 10 No

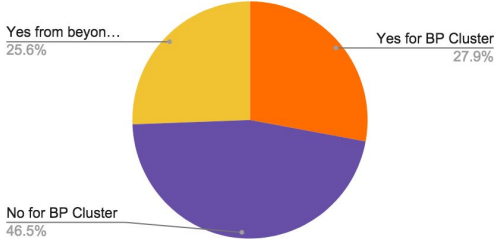
bac = beginning, able, competent M=Maori n= new to LRS 2019

Writing Target - Achieved 2019



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Strategic Aim:	Strategic Goal: Future Focus - Thinking and acting today with tomorrow in mind.
Annual Aim:	Te Reo Māori - Development of teacher capacity and awareness of Te Reo Maori within the classroom context.
Target:	Cluster wide professional development opportunity and ongoing peer support to step up the use of te reo and related tikanga within classrooms.
Baseline Data:	32 staff from across the cluster will benefit from professional development for increasing their use of te reo Māori in their classrooms and centres. <i>We want our teaching staff and support staff working with children (teacher aides and regular relievers) to be more confident users of te reo Māori in their practice.</i>

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>A BP Cluster shared PLD opportunity with the aim to raise the capabilities and confidence of staff across Banks Peninsula Whanau Akoranga LCC.</p> <p>July Teacher PD day with Michele Coxhead to increase the use of te reo Māori within their classroom practice. https://www.thetereomaoriclassroom.co.nz/</p> <p>Nov Teacher development conversations with a focus on making use of their PD and integration levels for their Te Reo, Tikanga Māori</p>	<p>Teachers come away from the training day with can do/must do for their follow term planning.</p> <p>Teachers taking professional responsibility for ongoing use of Te Reo in their classroom. Resources shared across whole cluster from the PD opportunity to include those who weren't present.</p> <p>Te Reo Maori in the Classroom - Achievement 2019</p>  <table border="1"> <caption>Te Reo Maori in the Classroom - Achievement 2019</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Yes for BP Cluster</td> <td>27.9%</td> </tr> <tr> <td>No for BP Cluster</td> <td>46.5%</td> </tr> <tr> <td>Yes from beyond...</td> <td>25.6%</td> </tr> </tbody> </table>	Response	Percentage	Yes for BP Cluster	27.9%	No for BP Cluster	46.5%	Yes from beyond...	25.6%	<p>June – prior to the PD – a participant survey was conducted by Michele to check baseline capabilities and set the course focus for content and expectations.</p> <p>Majority of participants seeking confidence, basic resources they could take away and use in their practice immediately and a network of peers.</p>	<p>Work with other Banks Peninsula principals and centre managers to reinforce the peer to peer network to continue supporting teachers to make active use of Te Reo and to take the next step with developing their confidence and resources. Possible ways is to establish cluster language foci, to add Te Reo into cluster events.</p> <p>Within teacher performance goals to continue to state specific personal skills to work on within te reo use and teaching plans.</p> <p>To schedule a second course with Michele for 2021 for whole cluster, and make use of 'free' TOD's.</p>
Response	Percentage										
Yes for BP Cluster	27.9%										
No for BP Cluster	46.5%										
Yes from beyond...	25.6%										

Planning for next year:

Present for professional development day - 8th July – 23 teachers/support staff/ early childhood centres. 12 members of the Banks Peninsula Cluster. 9 from Ellesmere Cluster and 2 from New Brighton area.

We achieved 38% attendance of BP Cluster staff at this PLD opportunity.

100% uptake of supplied Te Reo in the Classroom resources from course attendees and wider sharing to staff of Banks Peninsula who were not present.

Feedback from attending staff was very positive about the facilitator's approach the resources used and shared. Having more than one member of teaching teams helped support transfer of learning from the course day into the classroom and future programme planning.

There was interest in following up this professional development in the future to continue to lift capabilities and confidence across the Banks Peninsula Cluster as well as neighbouring schools.

A desire to do more shared PLD with cluster and neighbouring schools was expressed by principals, for specific shared development goals and especially following the ratification of the awarded teacher only days over the next three years.

BOT Chair:

Principal:

date:

Date: