

# Analysis of Variance Reporting



<b>School Name:</b>	Taoroa School	<b>School Number:</b>	2463
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<b>Strategic Aim:</b>	Empower staff to lead a Taoroa and enviroschools curriculum that strengthens delivery of numeracy and literacy																														
<b>Annual Aims:</b>	<ul style="list-style-type: none"> <li>Establish strong measures for student achievement and student well-being</li> <li>Implement strong literacy &amp; numeracy programmes</li> <li>Establish robust performance appraisal system for principal and teaching staff</li> <li>Initiate engaging programmes and differentiated learning</li> </ul>																														
<b>Target:</b>	Accelerated progress in Literacy and Numeracy.																														
<b>Baseline Data:</b>	<p>Our baseline data shows that we had a significant number of learners working below expected level in both writing and maths which was something we wanted to target.</p> <p><b>Reading Curriculum</b></p> <table border="1"> <thead> <tr> <th>Term 1 22</th> <th>Number of students</th> <th>Working towards</th> <th>Working within</th> <th>Exceeding</th> </tr> </thead> <tbody> <tr> <td></td> <td>17</td> <td>3 (16%)</td> <td>5 (28%)</td> <td>9 (49%)</td> </tr> </tbody> </table> <p><b>Writing Curriculum</b></p> <table border="1"> <thead> <tr> <th>Term 1 22</th> <th>Number of students</th> <th>Working towards</th> <th>Working within</th> <th>Exceeding</th> </tr> </thead> <tbody> <tr> <td></td> <td>17</td> <td>7 (41%)</td> <td>9 (53%)</td> <td>1 (5%)</td> </tr> </tbody> </table> <p><b>Maths Curriculum</b></p> <table border="1"> <thead> <tr> <th>Term 1 22</th> <th>Number of students</th> <th>Working towards</th> <th>Working within</th> <th>Exceeding</th> </tr> </thead> <tbody> <tr> <td></td> <td>17</td> <td>7 (41%)</td> <td>7 (41%)</td> <td>3 (18%)</td> </tr> </tbody> </table>	Term 1 22	Number of students	Working towards	Working within	Exceeding		17	3 (16%)	5 (28%)	9 (49%)	Term 1 22	Number of students	Working towards	Working within	Exceeding		17	7 (41%)	9 (53%)	1 (5%)	Term 1 22	Number of students	Working towards	Working within	Exceeding		17	7 (41%)	7 (41%)	3 (18%)
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<ul style="list-style-type: none"> <li>Invested in the iDeal programme to support our delivery of structured literacy</li> <li>Undertook local curriculum professional development with Donna Davies which is still ongoing</li> <li>Our staff visited other classrooms to see different learning stations and ideas for engaging programmes and then put these into action in their classroom.</li> <li>Differentiated learning was prioritised</li> <li>Developed a new long term assessment plan</li> <li>Entered assessment in PaCT tool</li> <li>Utilised PAT assessment</li> <li>Established a long term PLD strategy connected to our goals in the strategic plan</li> </ul>	<ul style="list-style-type: none"> <li>Our teachers grew in confidence after feeling some confusion trying to pull together resources from Liz Cane and the ministry funded phonics plus books.</li> <li>We watched our learners go from strength to strength and move through the scope and sequence with a new level of understanding and confidence in their own ability to decode and identify different spelling rules (rather than memorise them)</li> <li>Our data shows that a high percentage of our learners are achieving at or above the expected level across the curriculum areas *whilst our reading data compared to term 1 looks like it has regressed, our change in roll had a significant impact on this particular data.</li> <li>Our classroom practice has been evolving thanks to professional learning and discussions with teachers in other schools who have been eager to share resources and knowledge.</li> <li>Our learners are being both supported and extended as a result of quality teaching practice and</li> <li>Teachers tracking of assessment was more clear and reliable with the use of timelines, standardised assessments and moderation.</li> </ul>	<ul style="list-style-type: none"> <li>This streamlined our approach and pulled everything together in a clear cut way- taking the guesswork out for teachers. This programme helped us with informative assessment, planning and gave us a clear scope and sequence to work through systematically</li> <li>The learning programmes are catered to each individual learner's needs and therefore they are being extended in all areas of the curriculum.</li> <li>We have discovered that our multi levelled classroom is proving really effective particularly for extension as our learners are able to work with others that are not necessarily the same age but at the same level</li> <li>Our kaiako have upskilled and feel confident in the delivery of the learning programmes</li> <li>The PaCT tool gave reassurance and confidence within the kaiako's OTJS and also helped with next steps.</li> </ul>	<ul style="list-style-type: none"> <li>We have had a successful year across the board which we want to continue with next year.</li> <li>We will continue to utilise iDeal platform to assist in the delivery of structured literacy</li> <li>There will be shifts in our planning, teaching and reporting as a result of the curriculum refresh which we are preparing for and will adjust accordingly.</li> </ul>																																																		
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# Tātaritanga raraunga



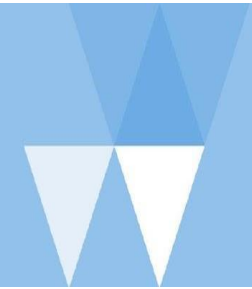
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Māori	18	4	12	2

## Planning for 2023

- Continue to engage in PLD with Donna Davies around local curriculum
- Engage in PLD with Rob Profitt White to support the delivery of maths in line with curriculum refresh
- Continue to support Kaiako with the use of PaCT
- Continue to improve our support systems and allocation of teacher aide time for target learners across the school.

### Strategic Aim:

Support tamariki to confidently lead their own learning through integrating student agency and assessment for learning



# Tātaritanga raraunga

<b>Annual Aim:</b>	<ul style="list-style-type: none"> <li>• Involve students in own assessments</li> <li>• Establish and nurture a growth mindset amongst staff and students</li> </ul>
<b>Target:</b>	<p>Evidence of student agency taking place within the classroom</p>
<b>Baseline Data:</b>	<p>A survey at the start of the year showed that our learners did not have a grasp of agency, couldn't identify next steps, limited detail in their strengths and workons, and also didn't see themselves in the driver seat of their own learner (that was the teachers job)</p>

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<ul style="list-style-type: none"> <li>• Good open communication with parents, teachers and kids in terms of well-being</li> <li>• Specific teaching around agency and its meaning/purpose</li> <li>• Kidpspeak learner goals that were engaged with and ticked off in the learners books (Year 3-8)</li> <li>• Learner goals shared at learner conferences</li> <li>• Learners writing their own comments for reading writing and maths in learner reports that were sent home</li> <li>• Student led workshops</li> <li>• Students selecting WALT for teacher workshops</li> <li>• Independent and group learning opportunities</li> <li>• Using agentic language every day in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• We saw a huge shift in the students understanding of agency based on the interview questions</li> <li>• Our learners can confidently identify specific next steps</li> <li>• They have a good understanding of the expectations at different levels/stages</li> <li>• They are taking ownership of their own learning and the partnership between teacher and child is more balanced</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Explicit teaching around agency</li> <li>• multiple opportunities for students to assess themselves as learners and have access to documents that showed what was required of them to move to the next level/stage</li> <li>• allowing students to select objectives of workshops based on their own goals in maths has strengthened and personalised learning for all</li> </ul>	<ul style="list-style-type: none"> <li>• After experiencing success in the senior class we would like to start encouraging agency in the junior classroom as well</li> <li>• We want to co-construct a matrix that shows a progression of agency from beginner to expert</li> <li>• Continue encouraging our learners to put themselves in the driver seat of their own learning.</li> <li>• Students selecting workshops in literacy</li> </ul>

## Tātaritanga raraunga

### Planning for next year:

- Seek support or professional learning for including agency in junior classroom