

Analysis of Variance

School Name:	Cloverlea School	School Number:	2350
---------------------	-------------------------	-----------------------	-------------

Strategic Aim:	<p>Maths Strategic Goal</p> <p>To improve the teaching and learning in mathematics, in relation to the New Zealand Curriculum, by using the mathematics curriculum elaborations to implement flipped learning and improve teacher curriculum knowledge as well as increase classroom engagement through the use of Kagan Structures.</p> <p>Te Reo leading to Aotearoa Histories Strategic Goal</p> <p>To focus on improving teacher capability in te reo so they can normalise te reo in the class and across the school.</p> <p>Developing School Cultures Strategic Goal</p> <p>To improve the teaching and learning opportunities in learning spaces, by reducing the number of classroom incidences across the day using Kagan as a main pedagogy to continue to develop relationships for inclusion</p>
Annual Aims:	<p>Mathematics Annual Goal</p> <p>By the end of 2023, 25% of the Year 4 and Year 6 target student group will make accelerated progress, meaning 4 year 4 children and 7 year 6 children will make more than one year's progress, using their scale growth from Progressive Achievement Test and GloSS data to show accelerated progress. To enable us to reach the Annual Goal in Mathematics, we have analysed data from the end of 2022 and discussed student achievement. As a result we have identified the cohorts below as targeted students with a priority of making accelerated progress with these groups.</p> <p>Te Reo leading to Aotearoa Histories Annual Goal</p> <p>By the end of 2022 staff (from 2 schools) were surveyed and asked questions around what they could do in te reo. The summary of the data was:</p> <p>50% of staff being able to introduce themselves and say up to 3 things about themselves</p> <p>27% of staff felt confident to read words without hesitation</p>

35% of staff would use 0 - 5 instructions in daily in the class
50% of staff could answer 'Kei te pehea koe?' with up to 6 different responses
For kaiako to be able to use more te reo and normalise this within the school, we need to improve confidence and capability,

Developing School Cultures Annual Goal

To continue to decrease classroom behaviour incidents by implementing Kagan structures throughout our classroom programmes. Kagan structures help develop an iNclusive class culture that enables our LEGENDs to participate and contribute to their learning.

Target

Mathematics Target

To target the 47% of Year 4 students and the 48% of Year 6 students who were identified as working below the expectation for their year level at the end of 2022.

- To accelerate the progress of the 47% (n = 16) of the Year 4 students working below expectation.
- To accelerate the progress of the 48% (n = 27) of the Year 6 students working below expectation.
- Māori and Pasifika progress & achievement will be tracked and monitored through HERO.

Te Reo leading to Aotearoa Histories Target

- For every kaiako to begin working towards 4b in te reo so that all tamariki can hear and respond in te reo as part of our everyday learning at Cloverlea.

Kagan through PB4L Target

- To reduce the classroom incidences by at least 20% across the school
- Provide further PLD for kaiako around ways Kagan can be implemented within curriculum learning.
- Complete observations of Kagan in action in all classes.
- Support staff development around strategies that can be used, that specifically align with LEGEND.
- Continue to develop schoolwide practices that ensure strategies are consistent across the school.

Baseline Data

Maths Baseline Data

- 5% of Year 4 students identified as achieving “needs targeted support” in 2022
- 42% of Year 4 students identified as achieving “just below” in 2022
- 21% of the Year 6 students identified as achieving “needs targeted support” in 2022
- 27% of the Year 6 students identified as achieving “just below” in 2022

Te Reo leading to Aotearoa Histories Target

- As above, data from the teacher survey was used to help plan PLD for 2023.

Kagan through PB4L Target

Overall,

- 2022 date: 56.95% of incidences on SWIS are within the classroom (reduction from 2021 of 10.3%)
- 8.31% of incidences on SWIS are recorded in the cloak bay, bike track, library and other teaching areas. These are all classroom based times but data has this different to ‘class incidences’.

Tier 2 interventions in place:

- Boys class with 11 learners
- Nurture Space operating with 3 Mentors, supporting up to 30 LEGENDS daily from 9am - 2pm
- 6 Mentors with a role of ‘mentoring’ our LEGENDS and support with decision making

Mathematics

Actions <i>What did we do?</i>	Outcomes <i>What did we achieve?</i> <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>This is the source of information the board used to determine those outcomes.</i>	Reasons for the variance <i>Why did it happen?</i> <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved.</i> <i>Consider if these need to be included in your next annual implementation plan.</i>
<p>Across the School Analysed end of year (2022) data to identify trends and areas to target in learning. Continue to develop the Mathematics Flipped Video website library. Began using Geometry and Measurement Library across classes from term 4.</p> <p>Professional Development</p> <p>Kaiako Supported new Team Leaders to guide their teams through reporting on milestones on HERO.</p>	<p>2023 beginning of the year - Year 6:</p> <p>48% of Year 6 students working just below or well below expectation (27 children). 21% of Year 6 students identified as “well below” from the end of 2022 data. 27% of Year 6 students identified as achieving “just below” from the end of 2022 data.</p> <p>2023 end of the year:</p> <ul style="list-style-type: none"> ● 19.3% students working above expectation ● 31.58% students working at expectation 	<p>Data from SMS - Hero</p>	<p>We had a number of new students in both these cohorts start between the data gathered at the end of 2022 and that gathered at the end of 2023, which has significantly influenced the data.</p> <p>Learning support for mathematics has been much more consistent this year.</p> <p>Learning support was provided for learners who were just below in term 1 and then those needing targeted support in term 2 and 3. A learning assistant worked with year 4 and</p>	<p>Professional Development:</p> <p>Through continuing to develop a flipped learning library...</p> <ul style="list-style-type: none"> ● Content knowledge and knowledge of the progression within maths learning will further develop. ● Pedagogical knowledge will be strengthened through clear expectations about video content - use of visual representations, links to real life, relevant contexts ● We can provide targeted Front Loading.

<p>Kagan Collaborative Structures explicitly taught and then embedded in classroom mathematics practice to promote mathematical discussion. Content knowledge PLD through developing flipped learning library. A group of teachers undertook DMIC PLD to improve classroom practise around maths task selection and to personal maths knowledge.</p> <p>Learning Assistants: Learning Assistants given professional guidance in how to support targeted groups. Regular conversations being held between Learning Assistant and Maths Lead Teacher</p> <p>Improving Year 4 and 6 outcomes: Maths learning support groups identified in the 2022 data set up targeting 'Just Below' and then later the 'needs targeted</p>	<ul style="list-style-type: none"> ● 19.3% students are 'just below' the end of 2022 ● 29.82% of students are 'well below' ● 28.57% less students are well below at the end of the year compared to the beginning of the year. <p>At the end of 2023, 49.12% of Y6 students are working below expectations, 28 children (8 Māori within the group)</p> <p>2023 beginning of the year - Year 4 47% of Year 4 students working below or well below expectation (16 children). 42% of the Year 4 students identified as achieving "well below" from the end of 2022 data. 5% of the Year 4 students identified as achieving "just below" from the end of 2022 data.</p> <p>2023 end of the year:</p>		<p>year 6 groups of learners to try and help accelerate their progress. In term 4, individualised support was given to learners that were identified as still having not made the progress.</p> <p>Senior team kaiako have worked collaboratively to analyse PAT data and use this to target gaps in our year 5 and 6. There has been some excellent progress as a result of their programme - around 30% made accelerated progress.</p> <p>Teacher overall content knowledge is continuing to develop and the understanding of what each end of year level expectations looks like continues to be a focus. This has had an impact on the overall end of year teacher judgements.</p> <p>Continued work on our maths flipped learning library has increased</p>	<ul style="list-style-type: none"> ● Kaiako will have more time to work with learners that need additional support <p>Across the school</p> <p>Through implementing the use of the flipped learning library...</p> <ul style="list-style-type: none"> ● Akonga in all classes will receive consistently high quality, systematic and explicit maths instruction. ● Kaiako can provide targeted Front Loading. ● Kaiako will have more time to work with learners that need additional support ● Kagan will be explicit in planning and used to enhance maths discussion. ● Time with the kaiako will be used for higher order thinking and building on learning from flipped videos. <p>Monitoring progress across the school.</p>
---	--	--	--	--

<p>support' children using HERO. Analysed PAT results to identify trends and key content knowledge to focus on - Years 4-6</p>	<ul style="list-style-type: none"> ● 5.92% students working above expectation ● 23.53% students working at expectation ● 17.65% students are 'just below' the end of 2022 ● 52.94% students are 'well below' <p>At the end of 2023, 70.59% of Y4 students are working below expectations, 24 children (including 9 Maori within the group).</p> <p>Overall School Achievement Our goal was to have 25% of the Year 6 and Year 4 target students make accelerated progress. We have not achieved this goal.</p>		<p>teachers' content knowledge, by deliberately pairing up staff based on experience and maths confidence.</p>	<ul style="list-style-type: none"> ● Hero will be using this system for across school tracking to improve learning outcomes ● Data analysed to identify targeted learners ● Team leaders will be monitoring progress across their team, with a focus on targeted learners. ● Teams to discuss student progress at meetings evidenced based
--	---	--	--	--

Te Reo leading to Aotearoa Histories

Actions <i>What did we do?</i>	Outcomes <i>What did we achieve?</i> <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>This is the source of information the board used to determine those outcomes.</i>	Reasons for the variance <i>Why did it happen?</i> <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved.</i> <i>Consider if these need to be included in your next annual implementation plan.</i>
<p>Leadership Hui with MAC provider to plan support for the year.</p> <p>January Staff Only Day focused on cultural competency.</p> <p>Staff Hui with another local primary school (planned for 3-4 times per term).</p> <p>Staff began reading Niho Taniwha.</p> <p>Regular staff meetings dedicated to unpacking Niho Taniwah</p> <p>New support staff member employed to work alongside kaiako in classes, normalising te reo in learning programmes,</p>	<p>More te reo across all spaces heard by students and staff.</p> <p>More staff giving things a go.</p> <p>More staff openness to being challenged about culture.</p> <p>More staff asking questions and utilising the people around them.</p> <p>More staff willing to ‘think’ about what used to be planned and then see how this could be changed.</p> <p>More staff engaged in te reo and bringing this back to their class and school .</p> <p>More staff engaged with having difficult, but much needed conversations.</p>	<p>Link to full <u>Māori Improvement Plan</u></p> <p>Whānau feedback in the whānau survey.</p>	<p>Sound planning and preparation before starting the journey.</p> <p>Strong relationship developed with Rangitaane.</p> <p>Community were positive about the changes.</p> <p>Targetted, deliberate actions in our plan, with all the pieces fitting together.</p> <p>Open mindedness from staff - them being ready for the journey and ready to be vulnerable.</p>	<p>Tour with Virginia and Warren Warbrick (TOD 2024)</p> <p>Complete Niho Taniwha</p> <p>Begin ‘Te Whare Tapu o te Ngākau Māori’ as a full school read</p> <p>Deepen learning experiences through Whangai Mokopuna</p> <p>Continue PLD through Mark Kopua of pūrākau</p> <p>Enrol in Poupou Huia te reo</p>

<p>giving advice and feedback around pronunciation and use of te reo based on what is going on in class.</p> <p>Kapa Haka established, tutor taking team-based and schoolwide kapa haka</p> <p>Began looking at Aotearoa Histories as a staff.</p> <p>Senior and middle leaders attended MAC Hui-A-Tau.</p>	<p>Staff have really embraced the challenges and are open to hearing and listening to the raw experiences of those who have had to navigate a system that is not fit for purpose.</p> <p>Staff have utilised the PLD to do better - asked for translations, checked in when unsure.</p> <p>Staff have positively participated in all te reo sessions.</p> <p>Staff have taken a positive approach to including a bicultural lens within planning.</p> <p>Niho Taniwha has continued to support a platform for discussions that surface bias.</p> <p>Support Staff have been working through the chapters and have also had to be part of raw conversations.</p> <p>LEGENDs have an incredibly positive attitude and a growth mindset towards learning te reo, participating in kapa haka and learning in contexts with an Aotearoa lens.</p>			
---	--	--	--	--

	Pae korero used in all spaces, at age and stage appropriate levels.			
--	---	--	--	--

Kagan Structures through PB4L

Actions <i>What did we do?</i>	Outcomes <i>What did we achieve?</i> <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>This is the source of information the board used to determine those outcomes.</i>	Reasons for the variance <i>Why did it happen?</i> <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved.</i> <i>Consider if these need to be included in your next annual implementation plan.</i>
<p>Kagan PLD as part of TODs 2023</p> <p>5 staff members were inducted into Kagan with an internal PLD programme who didn't go through the formal Kagan Training in 2022</p> <p>Kagan section set up on PB4L flipped video website.</p> <p>A number of Kagan structure model videos were added to the library</p>	<p>Kagan PLD as part of TODs 2023</p> <p>All current staff have an understanding of why we use Kagan and what it looks like in action.</p> <p>Kagan Flipped Learning was library set up for staff to use to see the structures in action.</p> <p>Staff were modelled ways to use different Kagan structures through staff and team meetings, giving them more ideas of ways to use these.</p>	<p>Kagan evident in Seesaw posts across the school.</p> <p>Kagan flipped learning website shows structures in action in a range of classes.</p>	<p>Strong process for inducting new staff leading to a higher level of consistency across classes.</p> <p>Regular time in staff and team meetings to discuss the use of Kagan</p> <p>We didn't get to collecting staff and student voice - one DP left and workload increased so this was pushed back to do for 2024.</p>	<p>Induct 1 teacher an internal PLD programme.</p> <p>Complete videos of all teachers/classes using Kagan for flipped learning library and give feedback.</p> <p>Collect staff and student voice about the use of Kagan.</p>

<p>Team Meetings and Staff Meetings had a Kagan Structure focus</p> <p>Classroom observations were begun by team leaders.</p>	<p>Classes are effectively using a range of Kagan structures in all learning areas as well as for building class culture.</p> <p>Classroom observations improved kagan structure practice across our kura.</p>			
---	--	--	--	--

Planning for next year - 2024:

Maths

- Complete Geometry and Measurement flipped learning library and kaiako start using a flipped approach where it fits their maths programme.
- Start Statistics Flipped Learning Library.
- Ensure Kagan structures are being used across the school to enhance 'group space' and increase engagement

Te Reo leading to Aotearoa Histories

- Tour with Virginia and Warren Warbrick (TOD 2024)
- Complete Niho Taniwha
- Begin 'Te Whare Tapu o te Ngākau Māori' as a full school read
- Deepen learning experiences through Whangai Mokopuna
- Continue PLD through Mark Kopua of pūrākau
- Enrol in Poupou Huia te reo

Kagan Structures through PB4L

- Induct 1 teacher an internal PLD programme.
- Complete videos of all teachers/classes using Kagan for flipped learning library and give feedback.
- Collect staff and student voice about the use of Kagan.