2022 Te Ahi Kaikōmako Rolleston School: Analysis of Variance

ROLLESTON
SCHOOL

Te Ahi Kaikōmako

School Number: 3488
Date: February 2022

Rolleston School Te Ahi Kaikōmako

Analysis of Variance 2022

Te Ahi Kaikōmako Rolleston School
Strategic Focus Area: Te Ahi Kaikōmako Hapori

2022 Focus Area 1	**2022 Areas of Focus:** We will model, teach and promote the Te Ahi Kaikōmako Rolleston School values We will implement all aspects of the Te Ahi Kaikōmako Rolleston School Relational Curriculum, including PB4L, E Tū Tāngata and KiVA strategies and resources We will create and maintain a safe, supportive and inclusive environment	**Key Resources:** 2022 Behaviour Management Plan 2021 SET DATA ANALYSIS Lesson Plans & Resources **KiVA Resources Online** School ID: **rollestons** Teacher Password: **miv2sb** Link: KiVa Student Survey Results 2021 School ID: **rollestons** Teacher Password: 3jnm5j

Analysis of Variance Annual Achievement Target 1

Strategic Goal	2022 Analysis of Variance Annual Target
To continue to provide an environment where all our students feel safe, valued and respected.	To embed systems, strategies and programmes at Te Ahi Kaikōmako Rolleston School to consistently and effectively implement the Te Ahi Kaikōmako Rolleston School Relational Curriculum. (Measure – EOY 2022 PB4L SET Data) To decrease student perception of, and the amount of reported bullying incidents at Te Ahi Kaikōmako Rolleston School. Through the implementation of the KIVA Anti Bullying Programme. (Measure – EOY 2022 KIVA Student Survey).

2022 Analysis of Variance Data Description

Based on the 2022 Te Ahi Kaikōmako Rolleston School SET Survey (**2022 SET DATA ANALYSIS**) our overall Tier 1 capabilities improved. The school is also meeting many of the Tier 2 capabilities when working with more complex students and needs. All of the Tier 1 systems (essential features) to support the adults to promote positive behaviour have now been developed. Going forward, the aim is to continue to develop any system which is not fully functioning, e.g., using data for decision-making, and continue to refine other systems so that their practices are being implemented consistently and effectively school wide.

Our 2022 KIVA student survey results indicated that the number of students getting bullied has decreased since 2021 in years 2. 7 and 8 and that total number of students who have been bullied 2-3 times a month has decreased by 25%. This remains an area of focus as other cohorts in the school have reported a rise in bullying events. Other year of consistently embedding the KIVA Programme, in line with the Te Ahi Kaikōmako Rolleston School Relational Curriculum is required to measure the impact of this programme.

Further analysis can be viewed below.

Action Plan Summary	Analysis of Variance *NOTE - COVID-19 has had a notable impact on a range of outcomes and targets.*
Implementation of Te Ahi Kaikōmako Relational Curriculum: • Review and plan shared next steps from PB4L Set Data and In-School Survey results with staff. • Review and create a shared understanding of Defining & Responding to Minor/Major Behaviours (PB4L Key Feature 5).	**Completed** **Completed**

• Add Stage 2 intervention (KIVA – Anti Bullying Programme) into Te Ahi Kaikōmako Relational Curriculum Plan, including clear philosophy, goals and guidelines for staff.	**Completed**
Monitoring & Decision Making: Behavioural Data Analysis: • Review HERO Behaviour Page and Tags to continue to align with new programmes & practises Additional Tags (eg. KIVA), setting up behavioural alerts & notifications	**Completed**
• Revisit consistent use of HERO Behaviour Page with all staff	**Completed**
• Use Data Protocol process to provide staff development in the monitoring, analysis and decision making of behavioural data	**Ongoing – Continue 2023**
• Begin to use HERO Behavioural Data to inform decision making at school, team and class levels.	**Ongoing – Continue 2023**
• Term 4 SET Data Analysis & In-school PB4L implementation survey	**Completed**
Development of Te Ahi Kaikōmako KIVA Team	
• Plan and organise KIVA Team system, roles and responsibilities	**Completed**
• Share KIVA Team approach, roles and responsibilities with whole staff	**Completed**
• Implement KIVA Team approach schoolwide	**Completed**
• Train Peer Mediators using KIVA approach	**Completed**
• Review KIVA Team approach, including EOY KIVA Student survey **(Annual Target 1 Measure)**	**Completed**
PB4L & KIVA Lessons Plan Expectations & Implementation • Plan PB4L & KIVA Lesson Plan Expectations 1) KIVA Lessons explicitly planned & taught using the KIVA Lesson Sequence within KiVA Resource 2) PB4L Lessons explicitly planned & taught using PB4L Lessons from shared folder (related to class/team need) 3) Lessons can be stand/alone or integrated (Team decision) 4) Lesson planning evident in Team Long Term Plans 5) Lesson structure: 2 Weeks – KIVA Lessons & 2 Weeks - PB4L Lessons 6) Integrate and use E Tū Tāngata mindset language and School Values in ALL interactions	**Ongoing – Continue 2023**
• Implement PB4L & KIVA expectations (as above) in every classroom	**Ongoing – Continue 2023**
• Ongoing Review PB4L & KIVA Lesson Plan Implementation, Content & Expectations noting specific links to Te Ahi Kaikōmako values and Zones of Regulation.	**Ongoing – Continue 2023**

Communication with Whānau	
• Overview of KIVA Bullying Programme	**Completed**
• Organise a Parent Information Evening – KIVA	**Deferred – 2023**
• Introduction of KIVA TEAM at Te Ahi Kaikōmako	**Completed**
• Ongoing promotion of E Tū Tangata Mindset & Te Ahi Kaikōmako Values through: Newsletters, Weekly Team/Individual Connects & Facebook etc…..	**Ongoing – Continue 2023**
• Report BOT	**Completed**

Analysis & Next Steps

Key Data Summaries:
- **2023 Behaviour Management Plan**
- **2022 SET DATA ANALYSIS**
- **2023 STARFISH ANALYSIS**

Key Contributing Factors
- Ongoing impact of COVID-19 on behavioural data
- Students transitioning into Te Ahi Kaikōmako Rolleston School from other schools or as a five year old are presenting with higher percentage of complex behavioural needs
- Larger cohorts of students with complex learning/behavioural needs is impacting on overall student progress and achievement.

Key Ongoing Areas of Analysis
- *Note: In 2020 detailed analysis and interpretation were identified, based on the 2020 Student Progress & Achievement Data & Analysis of Variance Document. These key interpretations were organised into key themes & questions that have been the key areas of focus when identifying and planning key next steps. These themes were then reported against mid-year with the BOT (2022 Mid-Year Schoolwide Analysis of Variance Review) and a needs analysis was created for the 2022-2024 Charter.*

- **Key Themes:**
1. *What is the ongoing impact of COVID-19 on our students, staff and whānau?*
2. *Are our students dealing with more complex social & behavioural issues? Are our 5yr olds are re-shaping our expectations?*
3. *Although clear steps are being put in place to maximise implementation fidelity, there is a variation of consistency when making a progress and achievement OTJ within our school………….this variation is a canyon between schools!*
- *All Teachers NEED a consistent framework of Teaching and Learning Practice in which to grow their autonomy of practice.*
- *Are we sacrificing building key knowledge through deliberate acts of teaching to prioritise student directed learning?*
- *Are we not using the NZ Curriculum to drive the learning direction and therefore student outcomes?*

Key Indicators of Progress
- Number of students getting bullied has decreased since 2021 in years 2. 7 and 8.
- The total number of students who have been bullied 2-3 times a month has decreased by 25%.
- About 25% more are telling others when they are being bullied.
- Cyberbullying has improved in years 5-7. Year 8 has remained the same.

- Children are active in creating PB4L environments and culture, rather than the adults telling children how it is. It's cool to see children having autonomy over the school behaviour programme.
- Reduction in behaviour incidents inside the classroom and playground.
- Children taking more responsibility for their own behaviour and thinking of others more.
- Behaviours are being dealt with quickly and appropriately. Children love learning about the values and implementing them (living by them) and then being rewarded.
- Hearing students using the language of the values and E Tū Tāngata between peers
- For the majority of incidents (86%), students are accepting responsibility, independently or with support
- Kids using the language across the school, better consistency across the teams managing behaviours etc.

Key Next Steps
- Continue to analyse behaviour data from a range of sources, more regularly throughout the year, and then share with staff.
- Use the "Notice, Gather, Solve" process more consistently.
- Ongoing promotion of E Tū Tangata Mindset & Te Ahi Kaikōmako Values continued through: Newsletters, Weekly Team/Individual Connects & Facebook.
- Consistency of practice in implementing our school values.
- Continue to implement KiVa lessons (alongside school values) in classrooms.
- Continue with "KiVa Team" referrals.
- Staff on active supervision taking a more proactive approach to incidents during break times and dealing with them themselves, rather than referring to others (e.g. SM).
- Teams use "Notice, Gather, Solve" process to support and improve playground behaviours.

Focus Area	Action Plan	Analysis of Variance *NOTE - COVID-19 has had a notable impact on a range of outcomes and targets.*
Te Ahi Kaikōmako Hapori **2022 MINOR AREAS OF FOCUS** **We will create, maintain a safe, supportive and inclusive environment**	• Develop links with hapori to support our students follow interests & passions **FOCUS** – Garden To Table Programme, Waitaha School Connection, WPC	**Achieved & Ongoing**
	• Plan new Staff Wellbeing survey	**Achieved – Implementation in 2023**
	• Implement and review Staff Wellbeing survey. Create 2023 Action Plan	**Achieved**
	• Continued implementation of Kahikatea – William Pike Challenge Programme	**Achieved – New Toro Learning Programme to be planned & implemented 2023**
	• Implement leadership framework based around growing leadership capacity through Rolleston School Strategic Plan	**Achieved & Ongoing**
	• Embed staff wellbeing week	**Achieved & Ongoing**
	• Plan & Complete Stage 2 of improvements to outdoor environment: additional line markings and active play activities (PTA Funding)	**Achieved & Ongoing**
	• Termly meeting of Hapori Strategic Team to develop PB4L resources & strategies	**Achieved & Ongoing**

| We will nurture the capabilities and passions of our tamariki by using the resources within our hapori | • Complete re-visioning making links to Rolleston Cultural Narrative:
 1. Engage Graphic Design
 2. Finalise Visuals
 3. Order concept signage & install
 4. Review – School Uniform & Website | **Achieved & Ongoing** |
| | • Termly WST Meetings as part of Kahui Ako Achievement Challenge | **Achieved & Ongoing** |

Sources of Evidence of Achieved Outcomes:
- **2022 Staff Survey Summary and Action Plan**
- **2022 Staff Responsibilities**
- **Rolleston School School Investment Package & Future Property Projects**

Te Ahi Kaikōmako Rolleston School

| 2022 Focus Area 3

 2022 NZ Curriculum Refresh Programme of Work | **2022 Areas of Focus:**

 Development of a revised Te Ahi Kaikōmako Rolleston School refreshed curriculum curriculum. Stage 1 - Implementation of 2022 Refreshed Curriculum Programme of Work.

 Focussed PD strategies & approaches as highlighted evidence based practice e.g. feedback, critical thinking & collaboration

 Support and implement Reggio Learning & Digital Curriculum | **Key Resources:**

 2022-2024 NZ Curriculum Refresh Programme of Work

 Learning Verbs Resources

 Planning for Reggio inspired learning templates |

Strategic Focus Area: The Wonder of Learning

Action Plan Summary	Analysis of Variance *NOTE - COVID-19 has had a notable impact on a range of outcomes and targets.*
2022 NZ Curriculum Refresh - Programme of Work • Share and discuss 2022 NZ Curriculum Refresh - Programme of Work document approach and expectations	**Completed**
• Planning, implementation & review of termly Curriculum Focus Areas	**Completed**
• Document & Share Teams - Termly Area of Curriculum Focus	**Completed**
• Review of effectiveness of 2022 NZ Curriculum Refresh - Programme of Work document (Critical Analysis & Reflection - Do the student outcomes relate to the Learning that can not be left to chance.)	**Completed**
• Report BOT	**Completed**

Professional Development - NZ Curriculum Refresh Programme
• Build the capacity of all teaching staff in their understanding and application of:
    o Learning Verbs & Maps
    o Effective Pedagogy of Teaching the Learning Verbs & Learning Maps
    o Building Learning Verb Matrices
    o Reviewing student outcomes in relation to "learning that can not be left to chance"
 	
• Modelling and explicit teaching of the Learning Verbs
	Completed & Ongoing
	
	Completed & Ongoing

Schoolwide Resourcing • Explore & implement system of schoolwide collation of resources • Needs analysis of schoolwide resources • Budget & purchase schoolwide resources	**Deferred 2023** **Completed & Ongoing** **Completed & Ongoing**

Focus Area	Action Plan	Analysis of Variance *NOTE - COVID-19 has had a notable impact on a range of outcomes and targets.*
The Wonder of Learning **2022 MINOR AREAS OF FOCUS** **We will meet the needs of learners based on future focussed, evidence based best practice.**	Implement 2022 Observation Surveys and review progress & next steps against 2020 Wonder of Learning Summary Report	**Deferred 2023 – Creation of Implementation Fidelity Checklists**
	Report 2022 Learning Summary Report to BOT	**Achieved**

	Grow staff leadership and capacity by
	    In-School PLD
	    CoL PLD – WST & AST Teacher
	    Leadership Opportunities
	    Teacher Aide PD
		Achieved & Ongoing

	Promote and support Kahui Ako Professional Development Programmes	**Achieved & Ongoing**
	Reggio Inspired Lead Teacher will work along new and existing staff to grow capacity in Reggio Inspired Teachers. • PD Release Day • Planning Support • Modelling or Observations	**Achieved & Ongoing**
	I.T. Teaching & Learning Team will continue to provide P.D. and funding support to grow staff and student capacity in relation to the Digital Technology Curriculum.	**Achieved & Ongoing**

	Purchase additional IT Resources (2022 Budget)	**Achieved**
	Ongoing opportunities for BOT training & professional learning	**Achieved**
	Sources of Evidence of Achieved Outcomes: • IT Summary Report • Digital Curriculum Report • WOL Report • Reggio Report	

Te Ahi Kaikōmako Rolleston School
Strategic Focus Area: Whanaungatanga

2022 Focus Area 2	**2022 Areas of Focus:** Developing strong consistent "learning" partnerships Implementation of Structured Literacy Professional Development Design & implement systems and guidelines within the HERO platform to develop school wide consistency in progress, achievement and reporting	**Key Resources:** **Structured Literacy Resources:** Workbook TOD - Day 1 **School Resources:** Assessment & Reporting Overview 2021 Progress & Achievement Summary 2022 Term 1 Structured Literacy Assessments

Analysis of Variance Annual Achievement Target 2

Strategic Goal	2022 Analysis of Variance Annual Target
To continue to raise the progress and achievements of all Te Ahi Kaikōmako Rolleston School students in Reading & Oral Language. 2022 Progress & Achievement Summary **To develop, implement, monitor and review programmes and practices that strengthen READING & ORAL LANGUAGE skills at all levels of the school**	To raise the levels of engagement, progress and achievement in reading & oral language, against expected NZ Curriculum levels, of our Māori and Yr. 1 & Yr. 2 students across Te Ahi Kaikōmako Rolleston School.

2022 Analysis of Variance Data Description

The Rolleston School 2021 OTJ Report shows 37% of 2022 Yr 1 students *(those that had 2021 EOY OTJ)*, 67% of 2022 Yr 2 students, and 41% of 2022 Māori students below the current expectations against the NZ Curriculum. All cohorts increased the number of students working below expectations as compared to the 2021 OTJ Report. ***Difficult to assess true impact of 2020 - 2022 COVID-19 interruptions.***

Overall Achievement – 62% At/Above – 10% Decline EOY 2021
 Students who started at Te Ahi Kaikōmako Rolleston School – 64% At/Above

Overall Progress – 84% of students made progress in Reading
 Progress is defined as moving one OTJ Benchmark Level

Maori – 41% At/Above – 16% Decline 2021   **Overall Progress – 75% of Maori students made progress in Reading**

Yr 1 – 50% At/Above (Note: *Difficult to compare to 2021 Data as majority of Year 1 students are a new cohort)*

Yr 2 – 50% At/Above - 17% Decline 2021   **Overall Progress – 84% of Yr 2 students made progress in Reading**

Note: New Structured Literacy Assessments are not yet aligned with current Schoolwide Achievement Benchmarks. We believe this is a significant factor in our 2022 Achievement Data.

Analysis & Next Steps

Key Data Summaries:
- **2022 Progress & Achievement Summary**
- **2022 Mid-Year Schoolwide Analysis of Variance Review**
- **2022 eAsTTle Reading Summary**
- **2022 e AsTTle Writing Summary**
- **Structured Literacy Report**
- **2023 Starfish Analysis – Structured Literacy**

Key Contributing Factors.
- A drop in Student Progress & Achievement was predicted in the 2022 Academic Year. This was based on the ongoing impact of COVID-19 on student progress and achievement & quality of teaching and learning programmes.
- The new Structured Literacy Assessments to support the Teaching & Learning are also not yet aligned with OTJ Benchmarks. This needs to be reviewed in the 2023 year so teachers feel confident aligning SL Assessments with Schoolwide Achievement Benchmarks
- Students transitioning into Te Ahi Kaikōmako Rolleston School from other schools continue to impact overall progress and achievement. There is a 7% decline in progress and achievement results in Mathmatics between students who started Te Ahi Kaikōmako Rolleston School (75% At/Above) and those students who have enrolled from another school (69% At/Above). This equates to approximately 48 students.
- Larger cohorts of students with complex learning/behavioural needs is impacting on overall student progress and achievement.

Key Ongoing Areas of Analysis
- *Note: In 2020 detailed analysis and interpretation were identified, based on the 2020 Student Progress & Achievement Data & Analysis of Variance Document. These key interpretations were organised into key themes & questions that have been the key areas of focus when identifying and planning key next steps. These themes were then reported against mid-year with the BOT (**2022 Mid-Year Schoolwide Analysis of Variance Review**) and a needs analysis was created for the 2022-2024 Charter.*

- **Key Themes:**
1. *What is the ongoing impact of COVID-19 on our students, staff and whānau?*
2. *Are our students dealing with more complex social & behavioural issues? Are our 5yr olds are re-shaping our expectations?*
3. *Although clear steps are being put in place to maximise implementation fidelity, there is a variation of consistency when making a progress and achievement OTJ within our school………….this variation is a canyon between schools! Structured Literacy PD and the ongoing implementation of the new NZ Curriculum Common Practice Model.*
- *All Teachers NEED a consistent framework of Teaching and Learning Practice in which to grow their autonomy of practice.*
- *Are we sacrificing building key knowledge through deliberate acts of teaching to prioritise student directed learning?*
- *Are we not using the NZ Curriculum to drive the learning direction and therefore student outcomes?*

Key Indicators of Progress

- 84% of our students progressed at least one Achievement Sub Level over the course of the 2021 academic year.
- Overall e-AsTTle Reading Results shows Te Ahi Kaikōmako Rolleston School students performing consistently above and/or with other norm referenced schools in both progress and attitude to reading. Maori student achievement in e-AsTTle Reading compares more favourably than school based OTJ data with the exception of Year 7 Maori students who present with a significant tail.
- Overall e-AsTTle Writing Results shows Te Ahi Kaikōmako Rolleston School students performing consistently above and/or with other norm referenced schools in both progress and attitude to writing. Maori student achievement in e-AsTTle Writing compares more favourably than school based OTJ data with the exception of Year 8 Maori students who present with a significant tail. Data indicates a concerning "long-tail" of achievement in across some cohorts.

Key Indicators of Progress – Structured Literacy Programme

- Phonological awareness screening shows most components that were low in Term 1 had increased by at least 30% by T4.
- Most components of phonological awareness scored above 80% in T4.
- From Stage 1 to Stage 4 there were significant increases in each scoping sequence.
- Yr 7&8 has noted that the numbers of students who are working in Stage 4 have significantly increased.
- Significant improvement in 2022 Y3 cohort with SL Spelling Results.
- Decoding sounds in isolation and encoding of vowels component both showed an increase of approximately 30% by the end of the year. This indicates how well teachers have taught the sounds to symbols association and vowel encoding.

Key Next Steps

- Fully implement Structured Literacy Reading & continue Structured Literacy Spelling focussing on implementation fidelity
- A focus on Structured Literacy Reading in 2023 to address Maori Student Achievement in Reading. Continue to review the anomaly of overall Maori OTJ's in Reading against more favourable eAsTTle Reading & Writing results.
- Plan and begin the implementation of Tier 2 and possibly Tier 3 Structured Literacy Intervention Programme (work with identified target groups)
- Implement Yr 7 & 8 Lost Learning Funding to target students achieving below reading benchmarks.
- Work alongside Ideal Services (SL PD Providers) to align New Structured Literacy Assessments with current Schoolwide Achievement Benchmarks.
- All teams to create 2023 STARFISH Analysis Documents to identified target students and next steps.
- Develop consistent structures and organisational processes to support the consistent implementation of the reading component of the Structured Literacy Professional Development
- Plan and begin the implementation of Tier 2 and possibly Tier 3 Structured Literacy Intervention Programme
- Emphasis on explicit deliberate acts of teaching rather than inquiry based literacy approaches
- Collaborative/shared planning approaches to enhance consistency across each learning team.
- Investigate and review any MOE Literacy developments that relates to the current 2022-2024 National Curriculum Review

Note: As part of our 2022-2024 Needs Analysis Review it was identified that Structured Literacy PLD would be the main area of schoolwide focus in 2023.

Action Plan Summary	Analysis of Variance *NOTE - COVID-19 has had a notable impact on a range of outcomes and targets*
Reviewing Assessment Guidelines:	
• Review 2022 Assessment Guidelines & Termly Timeframes	**Completed**
• Create 2022 Assessment Guidelines with reviewed changes:	**Completed**

1) All students: 2022 Term 1 Structured Literacy Assessments 2) All Yr 4-8 asTTle Reading - Term 1 Wk 4-5 & Term 3 (end) 3) If a student "passes all Structured Literacy Assessments' a running record needs to be administered (Yr 1-3) 4) A running record can also be administered by a teacher to inform teaching & learning practice (Professional Judgement) 5) Remove spelling assessments	
Share new Assessment Guidelines with staff	**Completed**
Implement new guidelines	**Completed**
MOJOR STAFF PD 2022: Structured Literacy Professional Development	
• Create Termly Professional Development expectations, organisation and share with staff	**Completed**
• Provide ongoing Structured Literacy support to all Teaching Staff	**Completed**
• Build capacity of other staff (Whanaungatanga Team) to support others in the use of the IDEAL Services Module	**Completed**
• Create and implement Termly PD Plan with PD Provider (IDEAL Services)	**Completed**
• Enter & analyse Structured Literacy Assessment data	**Completed**
• View lesson exemplars on the Ideal Platform based on the levels staff will be teaching.	**Completed**
• Planning & Teaching Structured Literacy PD	**Completed**
• Implement Structured Literacy lessons across school	**Completed**
Structured Literacy Resources	
• Liaise with other schools to investigate appropriate resources to support Structured Literacy PD	**Completed**
• Prioritise key resources and purchase	**Completed**
• Create and organise a system to store and ensure easy access of resources across the school	**Completed**
• Create a 2023 Budget for review	**Completed**
Milestones & Reporting	
• Investigate approaches to aligning HERO Goals, Assessments and Milestones (OTJ Sliders) to align with Structured Literacy	**Completed & Ongoing**
• Update Assessment Guidelines and communicate new milestone and reporting guidelines	**Completed**

• Implement new structured literacy assessment and milestone guidelines		**Completed**
• Report to the BOT		**Completed**

Focus Area	Action Plan	Analysis of Variance *NOTE - COVID-19 has had a notable impact on a range of outcomes and targets.*
Whānaungatanga **2022 MINOR AREAS OF FOCUS** **We will foster relationships to build strong, positive partnerships** **We will model inclusiveness in our everyday interactions** **We will model inclusiveness in our everyday interactions** **We will communicate in an open, honest and nurturing way**	Review Assessment & Reporting Guidelines to support new assessment & reporting practices.	**Achieved**
	Ongoing staff training and development in HERO SMS	**Achieved**
	Through the Ahurea Team and Kahui Ako PD, grow staff capacity through the use Te Reo and Tikanga Māori (PD & Resources)	**Achieved & Ongoing**
	Through the Ahurea Team, increase cultural opportunities for our students, including strengthening connections with our local Marae (Te Taumutu Runanga)	**Achieved & Ongoing**
	Investigate and implement aspects of Hihairo Schema, Cultural Narrative, Te Reo Development & KA PD to enhance "Culturally Responsive Practices" for Māori & all tamariki	**Deferred 2023-2024**
	Incorporate key aspects of Hikairo Schema & Cultural Responsive Practices PD and Resources in Te Ahi Kaikōmako Rolleston School Revised Curriculum	**Deferred 2023-2024**
	Staff will continue to model inclusiveness in everyday interactions	**Achieved & Ongoing**
	Ensure that our communication with whānau is open, honest and nurturing	**Achieved & Ongoing**

	Plan and implement new resources and strategies to enhance positive lines of communication
	  • *Term 1-4 – Re-Visioning*
	  • *Term 3 & 4 – Website Development*
		Achieved & Ongoing

	Continue to embed inclusive practices through Termly Mihi Whakatau	Achieved & Ongoing
	Sources of Evidence of Achieved Outcomes: • Ahurea Report • HERO Report • Community Report • **Assessment & Reporting Overview** • **Revisioning Resources**	

Analysis of Variance Annual Target 3

Strategic Goal	2022 Analysis of Variance Annual Target
To continue to raise the progress and achievements of all Te Ahi Kaikōmako Rolleston School students in Mathematics - **2021 Progress & Achievement Summary** **To develop, implement, monitor and review programmes and practices that strengthen MATHEMATICS skills at all levels of the school – MINOR FOCUS**	To raise the levels of engagement, progress and achievement in mathematics, against expected NZ Curriculum levels, of our Maori and 2022 Yr 6, Yr 7 & Yr 8 students across Te Ahi Kaikōmako Rolleston School.

2022   Analysis of Variance Data Description

The Rolleston School 2021 OTJ Report shows: 39% Maori, 37% of 2022 Yr 6 students, 35% of 2022 Yr 7 students and 49% of 2022 Yr 8 students below the current expectations against the NZ Curriculum.   *NOTE: Difficult to assess true impact of 2021 COVID-19 interruptions.*

Overall Achievement – 75% At/Above – 2% Decline EOY 2021   **Overall Progress – 84% of students made progress in Maths**
Students who started at Te Ahi Kaikōmako Rolleston School – 82% At/Above   *Progress is defined as moving one OTJ Benchmark Level*

Maori – 70% At/Above – 9% Decline 2021   **Overall Progress – 83% of Maori students made progress in Maths**
Yr 6 – 66% At/Above - 3% Increase 2022   **Overall Progress – 87% of Yr 93% students made progress in Maths**
Yr 7 – 58% At/Above - 7% Decline 2022.   **Overall Progress – 74% of Yr 7 students made progress in Maths**
Yr 8 – 62% At/Above – 12% Increase 2022   **Overall Progress – 87% of Yr 8 students made progress in Maths**

Analysis & Next Steps

Key Data Summaries:
- **2022 Progress & Achievement Summary**
- **2022 Mid-Year Schoolwide Analysis of Variance Review**
- **2022 eAsTTLe Maths Summary Report**

Key Contributing Factors
- A drop in Student Progress & Achievement was predicted in the 2022 Academic Year. This was based on the ongoing impact of COVID-19 on student progress and achievement & quality of teaching and learning programmes.

- Students transitioning into Te Ahi Kaikōmako Rolleston School from other schools continue to impact overall progress and achievement. There is a 7% decline in progress and achievement results in Mathmatics between students who started Te Ahi Kaikōmako Rolleston School (82% At/Above) and those students who have enrolled from another school (75% At/Above). This equates to approximately 55 students.
- Larger cohorts of students with complex learning/behavioural needs is impacting on overall student progress and achievement.

Key Ongoing Areas of Analysis
- ***Note:*** *In 2020 detailed analysis and interpretation were identified, based on the 2020 Student Progress & Achievement Data & Analysis of Variance Document. These key interpretations were organised into key themes & questions that have been the key areas of focus when identifying and planning key next steps. These themes were then reported against mid-year with the BOT (**2022 Mid-Year Schoolwide Analysis of Variance Review**) and a needs analysis was created for the 2022-2024 Charter.*

- **Key Themes:**
1. *What is the ongoing impact of COVID-19 on our students, staff and whānau?*
2. *Are our students dealing with more complex social & behavioural issues? Are our 5yr olds are re-shaping our expectations?*
3. *Although clear steps are being put in place to maximise implementation fidelity, there is a variation of consistency when making a progress and achievement OTJ within our school………….this variation is a canyon between schools!*
- *All Teachers NEED a consistent framework of Teaching and Learning Practice in which to grow their autonomy of practice.*
- *Are we sacrificing building key knowledge through deliberate acts of teaching to prioritise student directed learning?*
- *Are we not using the NZ Curriculum to drive the learning direction and therefore student outcomes?*

Key Indicators of Progress
- Two of our target groups (Yr 6 & Yr 8) had a rise in overall achievement in Mathematics
- 84% of our students progressed at least one Achievement Sub Level over the course of the 2021 academic year.
- Overall e-AsTTle Maths Results shows Te Ahi Kaikōmako Rolleston School students performing consistently above and/or with other norm referenced schools. Maori student achievement in e-AsTTle Maths compares very favourably than school based OTJ data. Data indicates a "long-tail" of achievement in Yr. 7 Girls & Yr 7 Maori cohorts.
- 2021 review and implementation of student learning goals and achievement standards by all staff is continues to make a positive impact in consistently applying Mathematic teaching and learning programmes
- Implementation of the Numicon Maths Programme for targeted students has positively impacted on those students progress and achievement

Key Next Steps
- A continued focus on Yr 7-8 & Maori Student Achievement in Mathematics. Continue to investigate the anomaly of overall target group OTJ's in Mathematics against more favourable eAsTTle Maths results.
- All teams to create 2023 STARFISH Analysis Documents to identified target students and next steps.
- Continued consistent implementation of student learning goals and achievement standards across the school.
- Continued implementation of the Numicon Programme for targeted students
- Key areas of teaching & learning focus across the school will continue to focus on the development of key number knowledge, basic facts and place value.
- Enhancing students understanding of key mathematical vocabulary
- Emphasis on explicit deliberate acts of teaching rather than inquiry based maths approaches
- Collaborative/shared planning approaches to enhance consistency across each learning team.
- Investigate and review any MOE Literacy developments that relates to the current 2022-2024 National Curriculum Review
- Investigate and participate in any MOE Mathematics PLD that relates to the current National Curriculum Review in Mathematics – **2024 – 2025 Planned Intervention**

Focus Area	Action Plan	Analysis of Variance *NOTE - COVID-19 has had a notable impact on a range of outcomes and targets.*
Business As Usual	Implement Beginning Teacher and Mentoring Programme – **2022 New Staff**	**Achieved**
	Student achievement data will be analysed and used to improve teaching and learning • Data Protocol Templates • HERO Insights Function	**Achieved**
	Review and implement ongoing systems and protocols with Learning Support Co-ordinator and revised SENCO roles	**Achieved**
	Restructure BOT Student Progress & Achievement Data Reports	**Achieved**
	Implement EOTC procedures	**Achieved**
	School Health & Safety registers are regularly updated, reviewed and reported to the BOT (First Aid, Medical, Hazards, Property etc.)	**Achieved**
	Pastoral, Learning Support, Medical & Behavioural HERO Pages stored and reported on HERO (Linc-Ed.)	**Achieved**
	Implement the Rolleston School policy and procedures three year review schedule – (Refer 2022 Review Schedule)	**Achieved**
	Plan for consistency of approach to transition new BOT in 2022	**Achieved**
	Oversee 2022 School Property Plan Process	**Achieved**
	Strong financial position is reported monthly, audited and maintained	**Achieved**
	Financial priorities reflect key strategic areas	**Achieved**

Appendix 1 – KiwiSport Funding 2022

2022 Kiwisport Entitlement - $ 10,923.83

2022 KiwiSport Funding was used to promote the following incentives and programmes:

- Employment of a dedicated Sports Co-ordinator to promote, organise and run a range of sporting events. 2022 Budget - $12,000

- Working with the Selwyn Sports trust to teach and model effective physical education lessons to grow staff capacity 2022 Budget - $8,000

- Purchasing of additional sporting equipment 2022 Budget - $5,000

Appendix 2 – EEO Statement 2022

• All 2022 staff appointments were made as per Rolleston School EEO policy and procedures. No appointment/employment issues arose throughout 2022 school year.

The Charter, Strategic Plan and Annual Plans are supported by the following documents:

- Annual Budget

- School Policies and Procedures

- Board Self Review

- Board of Trustees Governance Manual (NZSTA)

- Professional Development Plan

- School Self Review Plan

- Senior Management & Strategic Teams Self Review

- 2022 School Property Plan (To be confirmed)

- Community Consultations

- Curriculum Assessments

- Reporting Plans (to parents, staff, BOT and community)

- Kahui Ako Strategic Plan