

Analysis of Variance Reporting



School Name:	Twizel Area School	School Number:	0527
Strategic Aim:	To set aspirational achievement and progress targets for all ākonga.		
Annual Aim:	To extend our Year 1 – 10 ākonga higher-order mathematical thinking with the result of them achieving at or above in relation to the New Zealand Curriculum Levels		
Target:	Ensure that the 80% of ākonga in Y1 – 10 will achieve at or exceed national expectations in mathematics.		
Baseline Data:	77% of Year 1-10 learners achieve at or above NZC expectations at the end of 2021. 73% of Māori Year 1-10 learners achieve at or above NZC expectations at the end of 2021.		

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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>
<ul style="list-style-type: none"> Identified target ākonga and cohorts using data, planned and implemented appropriate interventions for 2021 Identify ALiM intervention ākonga and began programme (COVID disrupted) Encouraged 'hands-on' approaches to maths in all classes. Professional Learning Group establishment, meetings and progress COVID disrupted Provided extension opportunities for able maths problem solvers (National Competitions, Aoraki Maths and extension group in Year 8). Analysed progress and achievement of ākonga against the goal 	<p>70% of ākonga in Y1 – 10 achieved at or exceed national expectations in mathematics.</p>	<p>This is an underperformance when compared to the target, and to previous years' results. Many of the ideas and changes that the school planned were not able to progress due to COVID disruptions as well as a change in leadership within the school which ended up sending higher priority to other areas in the Charter. There has been discussion across the staff that the Numeracy Project resources no longer serve their purpose and new methodology and training is required for staff. Attainment within the Y1-6 and Y10 areas is 'normally' distributed for the school, but attainment in the Y7-9 area is unusually skewed towards lower levels. Of those in the lower attainment levels across the Y1-10 cohort, transient, Māori and low attending students are over represented. Initiatives from the annual target document were not able to gain traction due to COVID disruptions. This included parent engagement, ALiM interventions, the PLGs and</p>	<ul style="list-style-type: none"> Identify target ākonga and cohorts using data, plan and implement appropriate interventions for 2022 Identify DMIC intervention ākonga and begin programme Deliberately teach strategies to enhance deeper thinking and understanding in maths. Encourage appropriately researched approaches to maths in all classes. Professional Learning Group establishment and regular meetings Provide extension opportunities for able maths problem solvers (National Competitions, Aoraki Maths and extension group in Year 8). Analyse and report the progress and achievement of ākonga against the goal Explore and share the wide range of resources available at school.

		'hands-on' teaching and learning experiences.	<ul style="list-style-type: none"> • Produce support materials for parents
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Planning for next year:

To continue to make progress across the school in developing a curriculum and educational facility that is responsive to cultures, needs, interests and aspirations of all

Introduction to NPDL, review of 'Collaboration/Whānaukataka' and our related teaching practices including culturally responsive practice

- Collaboration with Kāhui Ako key staff working through agreed programme to introduce New Pedagogies for Deeper Learning (NPDL)
- Commitment to PD sessions across the Kāhui Ako Schools and Jumbo Day
- Review, using the NPDL rubric whānaukataka practices across the curriculum
- Use the 4 quadrants to begin to enhance learning programmes and outcomes

Review of assessment practices with a view to using PaCT to give overall judgement and progress records

- Use of Assessment for Learning Guide to review assessment process across the school
- PLD for all staff involved in teaching Mathematics for Years 1-10 in the use of PaCT

Engage with PLD in the areas of Digital Fluency, DMIC

- Follow Digital Fluency Plan with Core Education to facilitate 120 hours of professional learning with a view to generally increasing fluency and integration of Year 1-8 digital learning portfolios
- Work with DMIC Team to facilitate the first year of mentoring support. Dates set for 22nd Feb, 11th May and 22nd August. Provide time and resources for staff to implement coaching changes

Strategic Aim:	To set aspirational achievement and progress targets for all ākonga.
Annual Aim:	To establish and support personalised and aspirational learning programmes for every NCEA student.
Target:	<p>Ensure that support is provided to all NCEA ākonga in meeting their personal goals.</p> <ul style="list-style-type: none"> ● At least 45% of ākonga to achieve Merit + endorsements for their certificate (national 2019 - 45.4%, TAS 2020 - 24%). ● Of our Year 12 and 13, 38% plan to transition along a vocational pathway, 100% of these ākonga will be supported in making secure transitions to work or further education and training. ● 57% of the current Year 13 to achieve a University Entrance Qualification (national 2019 - 54%, TAS 2020 - 83%).
Baseline Data:	There were 34 NCEA candidates by the end of 2020. 2020 results showed: Level 1 - 100% Achieved, 40% with Merit endorsement. Level 2 - 100% Achieved, 24% with Merit endorsement. Level 3 - 100% Achieved, 20% with Merit endorsement, 80% with University Entrance (all ākonga aiming at UE gained it).

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>
<ul style="list-style-type: none"> • Students made supported choice of study and or vocational pathways. The timetable was created to ensure that all ākonga receive their required courses. • NCEA Teachers identified priority learners and targeted ākonga likely to achieve either merit or excellence passes in their chosen subjects. • Students set their own individual goals for achievement, commenced introduction of MyMahi system for goal setting and progression tracking. • Goals regularly shared with mentors and whānau. • Interim and formal (3x per year) mentoring conferences and reporting. • Monitoring of courses and achievement 	<p>Of those students who completed the year at TAS, and were entered for an NCEA qualification:</p> <ul style="list-style-type: none"> • 39% received a Merit or Excellence endorsement • 100% of our students leaving to a vocational pathway met the requirements of transition • 64% of Year 13 students attained University Entrance 	<ul style="list-style-type: none"> • NCEA Merits and Excellences 2020 baseline data was far surpassed by the 2021 cohort (TAS 2021 = 39%, TAS 2020 = 24%) and national 2020 results from the NCEA report (TAS = 39%, national 2020 = 23.3%). Ongoing one to one support for a small cohort created a system where students were supported to meet the requirements of higher level learning. This was sustained throughout COVID disruptions. Students had regular contact and support with mentors. • Vocational pathways Using the same support systems for M/E attainment, courses were tailored to the needs of students. Mentor support was significant throughout the year. Use of the Gateway programme in many cases matched students to appropriate employment pathways, others are enrolled in 2022 for further vocational education. • University Entrance 57% of the Year 13 cohort were aiming at achieving University Entrance and 64% achieved it. Not only did this surpass our target, it 	<ul style="list-style-type: none"> • Students to make a careful choice of study and or vocational pathways. The timetable is created to ensure that all ākonga receive their required courses. • NCEA Teachers identify priority learners and targeted ākonga likely to achieve either merit or excellence passes in their chosen subjects. • Students setting their own individual goals for achievement, introduction of MyMahi system for goal setting and progression tracking via Kamar • SMART Goals shared with mentors, parents and whānau via Kamar • Interim and formal (3x per year) mentoring conferences. Three mentor reports and one end of year subject report. • Monitoring of courses with deliberate acts of teaching. • Setting and achieving milestones both short and long-term. Celebrating individual achievements

<ul style="list-style-type: none"> • Celebrating individual achievements. • Further engagement with NCEA review process 		<p>also surpassed national 2020 official results of 53.4%. Ongoing one to one support for a small cohort created a system where students were supported to meet the requirements of higher level learning. This was sustained throughout COVID disruptions. Students had regular contact and support with mentors.</p>	<p>within WAKA values system.</p> <ul style="list-style-type: none"> • Revisiting both ākonga SMART goals. • Summative and formative assessments. Results shared with ākonga and whānau using Kamar portal. • Students give feedback on relevance and difficulty of individual NCEA standards. • PD to develop pedagogy for deeper learning and NCEA extension, as well as inclusion in PB4L-SW practices • Further engagement with Kahui Ako and NCEA review process through Accord Days and collaboration with other subject specialists.
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- Use the 4 quadrants to begin to enhance learning programmes and outcomes

Engage with PLD in the areas of NCEA and PB4L-SW

- Use Accord Days to provide NCEA Professional Development as the new system continues implementation towards 2024. Accord Days set for 11th May, 22nd August and 1st-2nd December. Collaborate with either Kāhui Ako, Mackenzie College or Aoraki Schools for these days where possible.
- Implement the first stages of PB4L-SW with a specific identified team of interested parties using the support of the MoE allocated team. Provide 'Understanding Behaviour, Responding Safely Training for all staff to support the transition to PB4L-SW on 31st January.

Collect student and whānau voice on our current curriculum offerings in the Y7-13 area

- Term 3 survey review of students and whānau and their opinions regarding current and future curriculum offerings (Y7-13)
- Course selection

Integration of processes around our WAKA values, PB4L-SW and development of Graduate Profile based upon recent community feedback

- Publish information relating to our WAKA values
- Review programmes to integrate or identify learning that enhances knowledge of WAKA values
- Develop resources and collateral to support WAKA learning and acknowledge skill acquisition or display of value
- Review and enhance graduate profile descriptors

Review Mentoring System

- Allocate mentors to Y11-13 students
- Review mentoring system and goal setting practice against research
- Survey students and whānau to review effectiveness of programme
- Consider possibility for enhancement of the programme

Set aspirational achievement and progress targets for all students

- Teach SMART goal process to students
- Ensure goals set through initial and ongoing reporting are SMART and reviewed over time