

Analysis of Variance Reporting



School Name:	St Joseph's Oamaru	School Number:	3825
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Strategic Aim: Analysis report	Goal 2: All students have meaningful and engaging learning experiences, striving for excellent outcomes for all
Annual Aim:	<i>2021 Action</i> • Implement, refine and deepen the local curriculum within our schools. • Implement and refine assessment and reporting practices that reflect authentic learning (NELP 1 & 3) • Effective pedagogies that foster agentic learning are implemented and further developed. (NELP objective 1 & 3, learners at the centre, quality teaching) • Spirals of inquiry are used to ensure there is equity for all learners (NELP objective 3 - quality teaching)
Target:	We aim for our junior school to build up learning resilience through having a rich, provocation and play orientated curriculum encouraging oral language, critical inquiry and independent problem-solving, alongside structured literacy and specific targeted teaching. We aim to determine a means of measuring and tracking learning resilience. We can't put this in as baseline data as part of our target is about developing systems and means of evaluating learning resilience. As this gets developed over term 1 we will be able to make some benchmarks towards the end of the term. We aim for our senior school to be emotionally and cognitively engaged in learning through having a rich and authentic inquiry curriculum where literacy and numeracy are encountered and specifically taught for a real purpose. Our data for this will come from the NZCER student engagement surveys, and from student and teacher voice. All staff were trained in inquiry learning in 2020 and through the integration of inquiry learning we will be hoping to see literacy and maths learning happening in authentic contexts. If we are successful in our interventions we would expect by the end of 2021 that learners who are below the curriculum expectation are the learners that we have specific interventions in place for. We would hope that our proportion of learners above curriculum expectation in literacy will increase due to increased engagement. From the end of 2020 and of the students still with us at the start of 2021 no students are above the curriculum expectation for reading and writing. Bear in mind that the curriculum expectation is broad and there are readers and

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	writers above the average benchmark. With our focus on engagement and authentic literacy opportunities we would hope to see 10% of our year 5-8 readers and writers achieving above the curriculum expectation.
Baseline Data:	Baseline Data: All children below curriculum expectation have identified issues or needs and have programs in place, are on our monitored lists with classroom intervention, or have or are waiting for more specific support. There is a group of year 4 readers who will need some extra attention in 2021 for comprehension to transition into "reading to learn" There is a disproportionate amount of Pasifika learners below. Some of this is tied up with literacy learning style and language, some with absences. We are seeking extra funding through the COVID urgent relief fund to address learning gaps in children who had prolonged absences in 2020. As the needs are so specific and children are having individual supports, we cannot generalise without identifying children. Staff have identified children and know the particular circumstances around each child No Maori or Pasifika below in maths. <u>Reading</u> 2 Maori below - both with reasons 1 Pasifika - literacy difficulty, extra support being given. <u>Writing</u> 2 Maori - specific learning or health reasons 2 Pasifika - both related to social/emotional or attendance issues More girls than boys have specific learning needs There are two trends: A small group of Pasifika learners below in literacy, across the school A group of year 5 (in 2021) girls who need further support in comprehension to move from "learning to read" to "reading to learn." We believe we have very specific targeting for our monitored students (those behind or in danger of falling behind) and have drawn from every available resource and development in order to meet the needs of these learners. Continuing to meet their needs

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remains a high priority but this priority is business as usual, not a target.

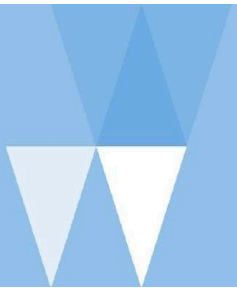
This year we would like to have a target in overall student engagement.

This is so that all students develop a love of learning and see themselves as active learners. We need this because staff have noticed a strong trend in students to the opposite.

Our baseline data this year is teacher observations and our NZCER “Me and My School” Surveys and from this we have gained:

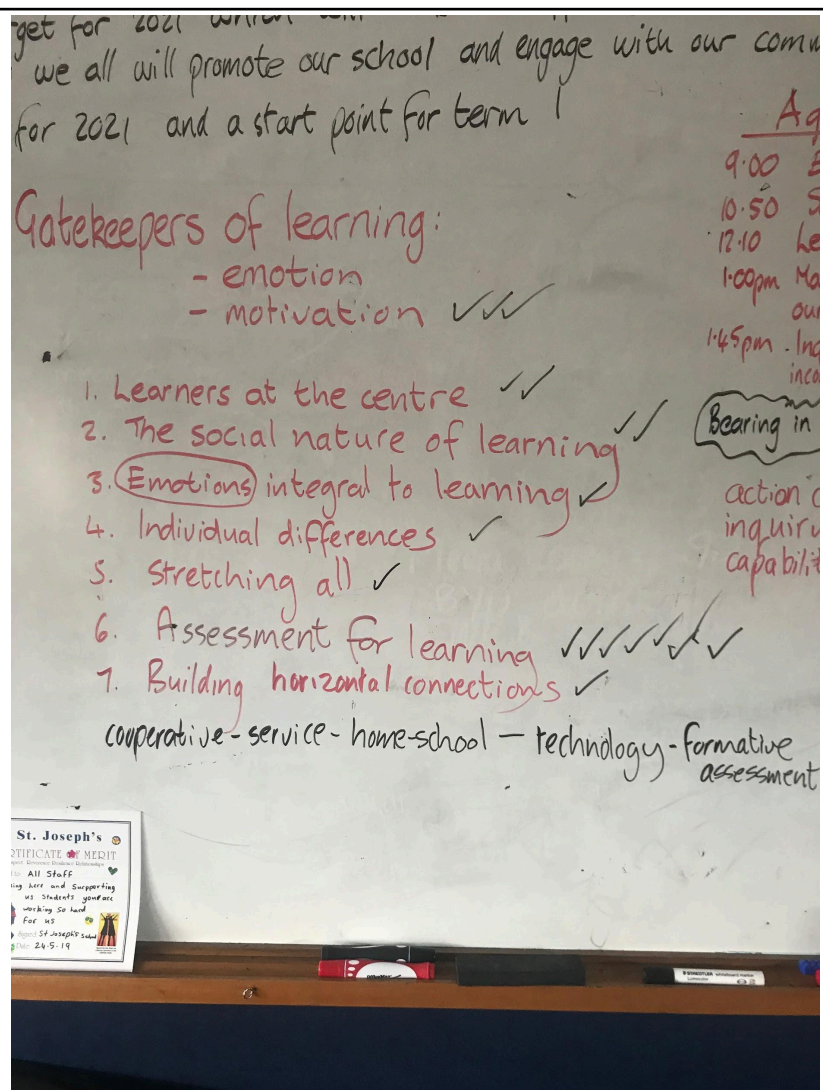
Learning that is going well	Challenges in Learning
Relevant to children, motivates them Empowering them to have voice/choice in how to share. Sharing with an authentic audience Using exemplars Using capabilities Taking ownership in reporting, learning to learn Team approach to literacy - everyone owns it and children proud and excited of their learning. Phonics program Independent learners - happens when it is relevant, interesting and teacher has good understanding of child. Scaffolding expectations - what is expected of each learner in line with learning expectations. When learners can account for themselves. Assessment for learning - they know what and why Knowing the learner They know they are on a journey which is accessible to them so they can gain success, they can see progress	Pushing through difficulties (not always happening) Knowing what it means to be a learner Emotions - skills to help self-regulate Confidence to be assertive about learning group Self view as learner Self confidence, “I’m stupid.” Language maybe some who have great social language but can miss some academic language. Fixed mindsets Peer influence - is learning cool?

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	and celebrate it. Publishing party - can see own progress. Big LIs for class and specific learner goals LIs and what skills needed to do it e.g. own interpretation of collaboration	
	FROM NZCER SURVEY	FROM NZCER SURVEY
	I feel like I'm making progress	Concentration When work is hard I stop trying My culture is respected - do we value all cultures equally? Or do larger cultures e.g Pasifika and Filipino, receive more attention? I like to tell people at home what I did at school. Real life projects that make our school a better place Year 4-6 lack of enjoyment in reading
The OECD research summary The Nature of Learning indicates factors which lead to successful and engaged learning. When we itemised our list against this we found the following:		

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From our brainstorm about what is working in learning we found assessment for learning (learning to learn) strategies were having a big effect on engagement and achievement. Areas that we really need to put more attention into are:
Emotions - individual differences - stretch - horizontal connections

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>
Increase staff understanding of the different types of engagement and identify areas of strength and weakness for us using the New Zealand Council for Educational Research (NZCER) data from our “Me and My School” surveys. To enable this we will have a training session in understanding this data. From this we will be able to state specific goals for development and measurement.	The training happened in March and provided a useful perspective on the surveys we had undertaken. The teaching staff contributed to a combined spiral of inquiry throughout the year. The main question/goal that came out of our NZCER survey was to question what we mean by learning? Do our students and parents have a similar perspective? We did some further investigation into different things we do at school and whether or not they are learning and how it varies from different points of view. The children, staff and board participated. Here are the responses. From this we had further discussions about making embedded learning explicit in events or activities that appear to be “just” fun activities, so that learning can be more explicitly linked to the fun. There is still work to do on this. Specific cognitive engagement questions were chosen to return to at the end of the year for an end of year comparison with the NZCER survey. There were improvements in the year 4-6 area. There was improvement in	There were improvements in engagement from start to end of the year and against the NZCER norms in the year 4-6 area. There was improvement in attitude to success in learning in year 7 & 8 but general interest was a concern and we think this may be because so much of what makes the year 7 & 8 experience important has been compromised in the second half of 2021 and either cancelled, modified or remained in question right to the end of the year. For example the year 7 & 8s learn social dance and we have a formal where the tradition is the parents come in and dance with their children at the end. We didn’t know whether or not this could happen right to the last minute. So anything “real world” for these children has been compromised in the second half of 2021 and we believe this could be connected with the fall off of general interest/commitment.	NZCER have advised us that to have most relevance their survey is best done mid year and not twice in a year. Therefore we will do this survey again in mid 2022 to compare class cohorts. We need to continue to question what we mean by learning and to specifically plan to embed explicit learning in all activities. This will lead us more into learning around wellbeing as this is often the embedded learning.

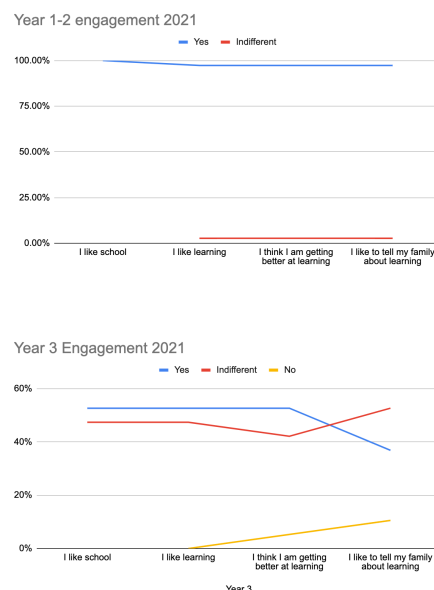
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Develop a shared understanding and means of measuring/recording resilience in learning in the junior school. From this we will be able to	attitude to success in learning in year 7 & 8 but general interest was a concern and we think this may be because so much of what makes the year 7 & 8 experience important has been compromised in the second half of 2021 and either cancelled, modified or remained in question right to the end of the year. For example the year 7 & 8s learn social dance and we have a formal where the tradition is the parents come in and dance with their children at the end. We didn't know whether or not this could happen right to the last minute. Another example is prize-giving and graduation, or our Daffodil Day staff v student netball match which was during lockdown. So many things "real world" for these children has been compromised in the second half of 2021 and we believe this is connected with the fall off of general interest/commitment we picked up from surveys. We used these statements for the junior school: I like school I like learning I think I'm getting better at learning I like to tell my family about learning	We noticed that there is a decline in positivity as the children get older. We also note some "no" responses to wanting to talk with parents about learning. Not being	In 2022 we will unpack and focus on parent engagement and make the most of being able to bring parents into school when we can.
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state specific goals for development and measurement.

Use integrated inquiry learning to stimulate interest and investigation in order to give purpose to literacy and numeracy.



This went really well in the first half of the year when we did the inquiry into our history. Anecdotally the children were very engaged during term 2 while this was coming together and they were making their children's museum and preparing for the oral language presentations. The standard of writing which was happening was outstanding.

able to have parents come onto the school grounds and sit around chatting on the verandahs and easily interacting with teachers, has changed the home/school dynamic.

For some of our families there was quite a lot of stress around online learning.

The high standard of the term 2 writing in the context of the inquiry curriculum, does not seem to have been taken into account in the final writing analysis as more children could have been on the higher side of the curriculum expectations based on how they were writing in their integrated curriculum in term 2.

In our year and term planning ensure that integrated learning is truly happening. There were struggles with balancing literacy learning e.g. novel studies, or character writing at the same time as attempting to do a fully integrated inquiry curriculum which had different literacy demands. To enable both to happen we need to make sure we plan specific time for fiction literacy development.

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[Term 1 and 2 Inquiry on You Tube](#)

Comparison of a selection of Year 4-5 writing.

Integrated Curriculum Writing	Asttle	OTJ
2P	1A	2P
3B	1A	2P
2P	2B	2A
2A	1A	2P
2P	1A	2B
2P	1A	2B
2A	2B	2A

The integrated curriculum writing was 1 to 2 sub levels higher than the Asttle writing and for 5 of the 6 children sampled, at least one sub level higher than the OTJ. This indicates that our hunch has some validity, that authentic writing opportunities within an integrated curriculum produces higher standards in writing.

In 2022 we will look at PACT for writing in order to assess pieces of writing across the curriculum.

Teachers to engage in inquiries pertinent to their learners' engagement and agency and

We had training in using this process and have used it to good effect in supporting our inquiry into

Unfortunately the disruptions due to Covid in term 3 meant that lots of very important things needed to be

We will continue PACs in 2022 and use it to support individual spirals of inquiry into authentic writing.



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use the Practice Analysis Conversation process to identify and improve areas of teaching practice that make a difference to resilience, engagement and agency	engagement. All teachers reported finding this practice beneficial and we need to continue to build on the practice.	rearranged and anything which was not about maintaining core business got put to one side. However we will continue this practice next year.	
Investigate innovative ways to address areas of learner need in social and emotional intelligence.	We unpacked the Learning Focused Professional standard to share ways in which we address positive environments for learning.	Some of our learners continue to struggle with social and emotional intelligence.	We don't need to investigate lots of new things as this causes dilution and scattering but we should return to the "Nature of Learning" and continue to unpack and implement the recommendations from this substantial research. We could look at reinstating our school mindfulness practices. We could unpack the ERO wellbeing report as student emotional wellbeing is a high priority. Wellbeing is one of the three goals of our Kahui Ako and we will continue working with the Kahui Ako on this goal.
Continue to forefront learning progressions and good use of exemplars and formative	Students have been making effective use of the Seesaw app to report to parents and set and reflect on goals.		Next year we are upgrading to Educa which works in a similar way to Seesaw but NZ-based. We can link sharing of learning directly with progressions.

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assessment to enable students to engage in learning and see themselves as learners.

Change up our learning support systems to have more grassroots input ie to include teacher aides and students more in setting goals and reflection on vulnerable learners.

This year we have introduced a new practice where the learning support staff and class teacher all meet with the SENCO/principal and each child's progress is unpacked with all of the team inputting into outcomes and setting up supports for the next steps.

A next step forward next year would be to include the child in this process.

Moving into 2022 we are also taking a closer look at Universal Design for Learning and will use these principles as a guide for planning for all learners and being innovative in providing diversity in our approach.

Success in Interventions - collateral

If we are successful in our interventions we would expect by the end of 2021 that learners who are below the curriculum expectation are the learners that we have specific interventions in place for. We would hope that our proportion of learners above curriculum expectation in literacy will increase due to increased engagement.

All learners below curriculum expectation are getting extra support or intervention according to their needs.

From the end of 2020 and of the students still with us at the start of 2021 no students are above the curriculum expectation for reading and writing. With our focus on engagement and authentic literacy opportunities we would hope to see 10% of our year 5-8 readers and writers achieving above the curriculum expectation.

At the end of 2021 one student is well above the curriculum expectation in reading.

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9% of our year 5-8 learners are at or above their higher end of their curriculum expectation at what would previously have been considered “Above” in the NS system.

No children are at the higher end of the curriculum expectation in writing according to the end of year overall teacher judgements. Writing combined with authentic curriculum engagement will be a focus for 2022.

Baseline comparison end 2021

Learning that is going well	Challenges to learning
Progress that is actually being made and you can see and experience this Specific students that need assistance are getting that within the classroom setting and not being withdrawn to work with TA. Being immersed within the programme with their peers. Our inquiry Personal history that is relevant to children. Trips and experiences Children loved finding out about their past. INquiry - children engaged in activities and excited about creating instruments for our gardens. Compliment circle Learning going well - microstories, maths children seeing the progress they've made. Celebrating writing Sharing with one another and giving feedback. Number sharing - practice on Khan academy then tracking progress	Children's attitudes Some children not wanting to give something a go Less time in class and continue interruptions due to various St Joseph's traditions (ie some disagreement regarding importance of traditions and connection with curriculum). Parents/caregiver perspectives on our school values Resilience, collaboration (lack of in children) Attitude in more capable children to engage - activity not challenging. Sometimes interrupting a class program when a student is engaged and enjoying their task at hand. Sustained self management value of themselves as learners



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over time (Ikan tests) = more motivated - children realise that practices= improvement.

Reflecting on learning

Authentic learning - oral presentations, robotics

Student voice

Circletime

Explicit scaffolded learning

Flipped learning in maths

Google classroom

linking learning to learning progressions / exemplars

Learning outcomes, success criteria, feedback feed forward.

Hands on activities

Science topic - lots of engagement

Mathematics

Learnign that allows children to be creative

Athletics, Cross country, learning support groups

Reading - class choose the reader = buy in.

Lots of chances for mastery given on practising specific comprehension skills before moving onto next one.

Clear specific goals - students know what the goals are and what to do to achieve these.

relevant and meaningful learning.

Literacy - reading, writing, oral language

Self monitoring

RE, whole school inquiry

Writing - lots of opportunity given for mastery. Specific targeted goals for each child.

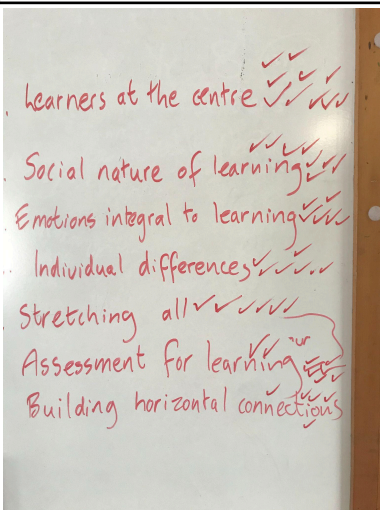
Writing - enhance independent learners

Resources accessible for reflection upon where to next.



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Structured literacy
Individualised strengths/interests
Easily monitor/target



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	2020	2021
Learners at the centre	2	10
Social nature of learning	2	8
Emotions integral to learning	1	6
Individual differences	1	7
Stretching all	1	6
Assessment for learning	8	11 
Building horizontal connections	1	5

A lot more of the practices from “The Nature of Learning” are now more conscious and embedded in teacher practice.

Planning for next year:

This target needs to be continued as one year is not long enough to embed change. We need to look harder at innovative means of designing learning for diverse learners (using Universal Design for Learning principles). We also need to fully establish an integrated inquiry curriculum. To help us with this we will be investigating using PACT for writing. We are taking student self-reporting one step further with the introduction of the Educa package which is one step up from Seesaw due to being able to be directly linked with our learning progressions. We will continue with the development of Practice Analysis Conversations.