

Analysis of Variance Reporting



School Name:	Invercargill Middle School	School Number:	3966
Strategic Aim:	<p>Establish the collaborative goals of the Community of Learning.</p> <p>Writing</p> <p>Increase this to 85% or greater by the end of 2018, aspiring to 100% of students.</p> <p>Mathematics</p> <p>Increase this to 85% or greater by the end of 2018, aspiring to 100% of students.</p> <p>Reading</p> <p>Increase this to 85% or greater by the end of 2018, aspiring to 100% students.</p>		
Annual Aim:	1. To accelerate the learning of those achieving below and well below the expected National Standards in Reading, Writing and Maths.		
Target:	<p>Annual Targets</p> <p>Accelerate the progress of all students achieving below their expected achievement level in writing. The target is 100% of students achieving at or above their expected level and that 100% will progress their achievement in 2018.</p>		
Baseline Data:	2017		

Tātaritanga raraunga

In writing...71% of students achieving at or above the expected National Standards
In reading...86% of students achieving at or above the expected National Standards
In Maths...90% of students achieving at or above the expected National Standards

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>
<p>Develop annual action plans and teacher inquiries aimed at the achievement challenges, especially as to how they relate to IMS, understanding the individuals represented in the challenges.</p> <p>Work with the Invercargill CoL to develop shared strategies to help acceleration of identified students.</p> <p>Work with the CoL to develop assessment protocols and moderation to develop robust discussions and plans for teacher development.</p> <p>Establish teacher, student and parent voice genuinely to build engagement from these audiences.</p>	<p>2018</p> <p>In writing... 83%</p> <p>An overall increase of 12% of students achieving at or above the expected National Standard</p> <p>In reading... 82%</p> <p>An overall decrease of 4% of students achieving at or above the expected National Standard</p> <p>In Maths... 87%</p> <p>An overall decrease of 3% of students achieving at or above the expected National Standard.</p>	<ol style="list-style-type: none"> 1. Staff involved in developing the teacher and leadership inquiries as expected as part of the Kāhui Ako PLD delivery in writing. 2. Selected staff members completing the agreed number of modules in the Poutama Pounamu programme and presenting to their established learning groups. 3. An increase of robust and deliberate assessment moderation for OTJs, including the use of the PaCT resulted in the decrease in achievement in maths and reading. 	<p>2019</p> <ul style="list-style-type: none"> • Make digital technologies a focus for term 1 2019 - linking it to maths, literacy 2A and 2B • Strengthen home school connections through investigating equity. • Provide choices about tasks considering access to devices at home - a balance of on screen and off screen experiences. • First year - working towards digital literacy by the end of 2019 for staff and students. • Use the SAMR model to critically reflect each term on our own and each others practice. • Appraisal goal, school strategic goal in teaching as inquiry for 2019. • Work towards digital



4. A majority of the decrease in achievement is represented in the data regarding our new ELL/Tauwi students.

literacy Term 4 2018- Term 1 2019 with deliberate professional acts and opportunities for students to engage with

- Deliberate professional acts included in Term plan overviews

2019

- 6 staff involved as kaiwhakaako Poutama Pounamu blended learning Waikato University
- Whole staff involved as ākonga in this study
- Use of the Poutama Pounamu observation tool, supported by shadow coaching each term. Teachers identify areas for development and coaching is co-constructed.
- Teachers reflecting on their learning within appraisal process as a part of their evidence
- Revisit the Rongohia Te hau walkthrough tool in Term 3 with the goal of an



			<p>increase from 2.75-3.75</p> <ul style="list-style-type: none"> • The Board of Trustees complete the NZSTA Hautū cultural responsive self review tool and develop an action plan for 2019-2021. <p>2019</p> <ul style="list-style-type: none"> • Work within our Kāhui Ako to develop transition based inquiry across the CoL • Teachers developing critical, iterative and coherent inquiries in response to student achievement data across years rather than within years • Continue to develop our SENCO database and shared action plans for priority and target students across year levels • Co-construct shared understandings and language of <u>at least one years' worth of progress.</u> through dialogue with students, staff and whānau
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Tātaritanga raraunga

			<ul style="list-style-type: none"> ● Plan interventions that are based in educationally powerful connections between home and school- such as responsive written feedback <p>2019</p> <ul style="list-style-type: none"> ● Undertake a wellbeing at school student survey NZCER in Term 1 and Term 3 ● Undertake, analyse and report on our school bullying survey in Term 2 and Term 4 ● Use this information, alongside Rongohia Te Hau data to inform next steps ● Through the curriculum plan co-construct shared understandings and language around each aspect of mauri ora, using the Te Whare Tapawha model (Durie, 2012;2015;2016) alongside other models representative of the
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Tātaritanga raraunga

identities and cultures of
our school community

Planning for next year:

Strategic Plan

We have identified 4 strategic aims for 2019-2021.

These are;

1. Digital literacy towards digital fluency
2. Spread and embed cultural relationships for responsive pedagogy
3. Develop and deepen critical, iterative, coherent inquiry practices- in order to ensure all students, including priority/target students make **at least one years' worth of progress**
4. Increase students' feelings of belonging and wellbeing through the lens of mauri ora.