

Analysis of Variance Reporting



School Name:	Levin Intermediate School	School Number:	2887
Strategic Aim:	Levin Intermediate School Strategic Goals Raised student achievement Increased teacher effectiveness Positive, respectful relationships across the school Strong connections with families, whānau, iwi and community People and other resources are well-managed		
Annual Aim:	Levin Intermediate School Strategic Goals Raised student achievement Increased teacher effectiveness Positive, respectful relationships across the school Strong connections with families, whānau, iwi and community People and other resources are well-managed		
Target:	Raised student achievement Student achievement data in literacy and numeracy is robust and reliable. Students at risk of not achieving are identified, tracked, monitored and supported. Māori students are supported to achieve success as Māori. Students engaged in rich learning. Increase students' digital literacy Increased teacher effectiveness Increased teacher effectiveness Curriculum expectations in reading, writing and maths are clear to teachers and guide practice. Teachers actively engage in whole school PLD. Every teacher has an appraisal which provides useful feedback for development		

	<p>Positive, respectful relationships across the school</p> <p>School expectations are clear and understood across the school.</p> <p>Systems for supporting students to meet school expectations are clear and consistently applied.</p> <p>Strong connections with families, whānau, iwi and community</p> <p>Connections with students, family, whanau and iwi are increased in range and depth across the school.</p> <p>Student attendance is closely monitored and supported</p> <p>Community support for school governance is fostered</p>
Baseline Data:	<ul style="list-style-type: none"> - 7 Year 7 Maori boys working well below in the term 1, 2018 Mathematics OTJ - 10 Year 7 Maori girls working below in the term 1, 2018 Mathematics OTJ - 10 Year 7 girls (7 Maori, 2 Pasifika, 1 Pakeha) working below (>3b) in the term Reading OTJ - 10 Year 8 boys (7 Maori, 2 Pakeha, 1 Pasifika) working below in term 1 - 8 Maori girls working below in the term 1 Reading OTJ - 59% of Year 8 Girls working AT or ABOVE according to the term 1 OTJ in Writing

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>RAISED STUDENT ACHIEVEMENT</p> <p>Student achievement data in literacy and numeracy is robust and reliable.</p> <ul style="list-style-type: none"> Reviewed and amended assessments (national) and created overview for staff to follow. Provided support to complete assessments in a timely manner – reviewed data and moderated at team and staff meetings. <p>Students at risk of not achieving are identified, tracked, monitored and supported.</p> <p>Māori students are supported to achieve success as Māori.</p> <ul style="list-style-type: none"> 2018 Target students added to a google doc (schoolwide ownership of students learning – including SPEC team). 3-4 students per Reading, Writing, Mathematics per classroom. Priority given to Maori students – lwi students were also monitored as per 	<p>Student achievement data was added to assembly with support from Deputy Principal – during team meetings staff discussed findings and added next steps to planning and teaching was differentiated to meet the needs of the students. A special needs registered was established – IEPS for students with learning and behaviour concerns. We identified students well by analysing data through classroom assessments, teacher observations and students work.</p> <p>Teacher Aides, trained in the use of 'Spring into Maths' worked with groups of up to 8 students to provide 4 extra Numeracy sessions of 20 minutes on top of their classroom Maths programme. Attendance was closely monitored. Muaupoko maths students worked with a newly appointed lwi teacher aide and had extra time to incorporate the sharing of kai and peer support. Student voice was collected to monitor the effectiveness of the programme.</p> <p>Kapahaka is valued at LIS and available for all students. It is a well established/prioritised part of our programme. It is supported by all staff and lead by both a male and female tutor. It is seen as important and valued by both staff, students and whanau and given high priority. It has helped many of our priority students find their feet, come out of their shell, take leadership roles and/or take an increased interest in their culture. It has been an excellent vehicle for getting our whanau involved. It has shown that we are sincere in our commitment to our whanau maori and our obligations under Te Tiriti o Waitangi.</p> <p>Kapa Haka roopu performed at school, in the regional competition and attended many community events including being the guest performers at the council buildings with the</p>	<p>We have since reviewed our assessment schedule in line with issues of workload and taking into account the relationship building required to assess students well – therefore keeping assessments to a minimum during the first term and using the results of the primary schools as our starting points for grouping.</p>	<p>We have since reviewed our assessment schedule in line with issues of workload and taking into account the relationship building required to assess students well – therefore keeping assessments to a minimum during the first term and using the results of the primary schools as our starting points for grouping.</p> <p>During 2019, students across the school will be offered extra Te Reo Maori tuition of up to 4 hours per week, including Te Reo lessons in their own classes with their classroom teacher – this will support the teachers own professional development in Te Reo Maori. Pa Harakeke will be the programme and lwi have been consulted on this model.</p>

<p>Muaupoko Tribal authority partnership.</p> <p><u>Target students 2018</u></p> <ul style="list-style-type: none"> - 7 Year 7 Maori boys working well below in the term 1, 2018 Mathematics OTJ - 10 Year 7 Maori girls working below in the term 1, 2018 Mathematics OTJ - 10 Year 7 girls (7 Maori, 2 Pasifika, 1 Pakeha) working below (>3b) in the term Reading OTJ 1. 10 Year 8 boys (7 Maori, 2 Pakeha, 1 Pasifika) working below in term 1 Reading OTJ will progress to working in level 4 by the end of the year. 2. 8 Maori girls working below in the term 1 Reading OTJ will progress to working in level 4 by the end of the year. 3. 59% of Year 8 Girls working AT or ABOVE according to the term 1 OTJ in Writing . This will increase to 65% (10 students) of students by the end of the year. - 	<p>Mayor. Noho was a monthly feature over 2 days during weekends.</p> <p>Students were supported to achieve success as Maori in Mathematics – working alongside a teacher aide who knew them well from Kapa Haka (Kapa Haka Tutor). Greeted and spoken to in Maori (praise). The relationships between teacher aide and students were positive and fun, with students feeling supported enough to set goals and take action. The teacher aide was provided with training days with a Mathematics facilitator 'Spring Into Maths'. Each session started with shared kai and karakia and students enjoyed a sense of belonging and connection to the group. Students attended up to 3-4 extra sessions per week in a group situation – 6/7 Students met the target with the only student not achieving the target continuing to have high levels of non attendance.</p> <p>2 Year 7 Maori girls working below left our school, of the 8 remaining 7/8 met the target. Students attended regularly and were target students in their classes.</p> <p>Te Takere Library visits to renew high interest material for SSR.</p> <p>PaCT tool training for classroom teachers – used and information gathered, reflecting in planning to better meet the needs of the students. 7/10 students met the target and had good attendance. 3/10 students did not meet the target and 1 of these students had poor attendance.</p> <p>6/8 students met the Target with 1 student working above. 1 student left the school and 1 student did not meet the Target. All students attended school regularly and were Target students in their classes.</p>	<p>Attendance issues were a major concern for the student who did not achieve success and LTTM and truancy were heavily involved. Despite attendance issues the school maintained a positive relationship with the family and we hope to build on this to support the student to attend school in 2019.</p> <p>The one student of 8 who did not meet the target has been a target student prior – she suffers from anxiety and this year formed positive relationships with staff and students – lessening the anxiety around school. She has been a target student in her past school and also did not make the gains needed to see her meet expectations.</p> <p>Whilst the idea of taking students to Te Takere was a good one, it simply did not eventuate as often as we had hoped. The Deputy Principal became very busy with teaching and other duties. Of the 3 students who did not meet the target 1 student's attendance level was so low that he was referred to LTTM and had Oranga Tamariki intervention. The other 2 students did not make the gains.</p> <p>The one student who did not make adequate progress had little or no differentiation according to the teachers recording sheets and planning. The student was as provided with nothing extra.</p>	<p>Continue to support students with attendance issues – LTTM. Principal is going to set up an attendance incentive with the student in Term 2 if attendance does not improve.</p>
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	<p>67% of Year 8 Girls are working AT or ABOVE at the end of the year in writing. Target students made accelerated progress and teachers monitored students and discussed 'where to next' during team meetings.</p>	<p>Cultural Competencies and relevance to Maori and Pasifika students will be a priority for staff in an effort to build stronger relationships and create buy-in when learning. Staff will unpack the resources of Kahikatia and Tapasa – using strategies from these resources. We are aware that schools with discipline and safety problems are not conducive to high achievement nor are disorderly environments. Raising the number of cultural and social activities that reflect personal interests helps students feel more included – 2019 will include 'Marae stays, Kapa Haka noho and opportunities for students to participate in sporting choices – without restraints – removing costs if these are a barrier.</p> <p>2019 will see the library get a new roof and after this time we will invest in making our library a more sought after space for students. We will employ a librarian to work with students and to better resource the space with materials that will especially appeal to boys. We will work on using school journals more effectively and staff will engage in PLD with our COL literacy expert – Giselle McCashin.</p> <p>You might like to consider the following questions:</p> <ul style="list-style-type: none"> - Based on the outcomes and the reasons for these, what will you do the same/ differently next year? - What impact is there on current and ongoing teaching practice as a result of the actions taken and the results? - Have you identified any ongoing teacher or student needs? - What funding/resourcing may be necessary to support identified
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Planning for next year: <p>During 2019 we want to develop a strong clarity of focus on lifting outcomes for all learners, and hone in on strategies likely to have the greatest impact on improved learning. We will take a whole school approach, adopting professional learning in teams (waka) based on principal-led/Kahui Ako/Literacy and Numeracy leader professional learning and development. We will work as teams, sharing results for individual groups of learners and observing, challenging and providing feedback to each other on teaching practice. Senior leaders (Literacy/Numeracy/Waka) will observe teachers in their classrooms and provide feed-back about what they observed. This collective teacher efficacy has been shown by John Hattie to have the greatest effect size of all 252 influences on learner outcomes he has documented. Our COL inquiry will be developed around these ideas.</p> <p>Key elements of success to support 2019 initiatives:</p> <ul style="list-style-type: none"> • setting high expectations of outcomes for all learners with teachers focussing on the explicit teaching strategies needed to ensure learner success. • all teachers taking responsibility for the success of all learners – SPEC team inclusive and leadership • establishing explicit whole school expectations about teaching practice • a deliberate curriculum through the school which aims to establishing learning pathways and building on prior learning and knowledge across the learner's life course – this will be worked on in-line with MOE workshops/Iwi partnerships (Scientists, Kaumatua, MTA) • a focus on building teaching capacity – Linked to COL • the use of inquiry in a relentless drive to improve outcomes for learners – Appraisal and COL • using teaching approaches which empowered student agency and motivation 			

Leaders will look for evidence of the approaches and strategies used, and the outcomes by:

- talking with children, parents, teachers, leaders and, where possible, trustees (if a BOT is established)
- observing in classrooms
- In schools where effective approaches and strategies were implemented across the whole school – COL schools, especially Levin East our largest contributing school and school of our across schools teacher – Giselle McCashin
- leaders could articulate what they were doing that was raising achievement and had successfully implemented agreed approaches across the school
- teachers having a strong sense of collective responsibility for all children, and an urgency to accelerate the progress of those who were behind
- teachers being seen as learners
- teachers seeking perspectives from children and parents - through parent teacher meetings, school events, sports and phone calls
- teachers consider research related to the particular strengths and needs of target children (focus students)
- teachers rigorously reviewing the impacts on the children who were expected to benefit
- teachers being clear about what actions they would take and the rationale for them
- teachers sharing practices and implementation to benefit more children - looking at documentation, children's work, class displays and the school environment.

Our School must have organisational structures, processes and practices that enable and sustain collaborative learning and decision making. It is important for us to know what is working as well as what the achievement issues are. Leaders will visit classrooms to provide feedback and support for teachers. Ongoing monitoring is essential to make sure worthwhile strategies are not abandoned because of poor implementation.

Review of 2017 analysis and next steps:

Moderation practices (PaCT and other) used literacy and numeracy data was more reliable.

Data collected was used to create target student groups in Reading, Writing and Mathematics. Students were tracked, monitored and supported using a google doc – SPEC teachers also accessed this information and were better informed when working with Target students.

Curriculum expectations in reading, writing and maths are clear to teachers and guide practice (planning expectations were shared and documented). Teachers were actively involved in whole school professional development in PB4L. Restorative practice meetings were attended by Deputy Principal and Principal and will be a focus of 2019 – more so than PB4L. Each teacher had an appraisal which provided useful feedback for their development – SPEC team teachers will need a greater level of input in 2019 as the appraisal documentation is not so useful for this group.

Families received regular information around school events (weekly/fortnightly newsletters, facebook posts and class/waka notes – Kapa Haka notices and noho also enhanced relationships between staff, students and whanau) that better engaged them in the learning and behaviour of their students. Reporting was accurate and related to what students had learnt and their next steps – 2 written reports, 1 meet the teacher event, 1 parent interview. Students who fell below the 80% attendance were monitored and discussed so that the most appropriate action could be taken to support the whanau and retain a respectful relationship. Those below 70% were referred to Life to the Max – some success however several difficulties were had with the newly appointed staff member and there were relationship breakdowns between staff and LTTM as well as students/whanau and LTTM – this will need to be addressed in 2019.

Maori students were supported to achieve success as Maori with opportunities to learn Te Reo through Kotahitanga and class programmes and increased direction from Muaupoko Iwi Kaumatua and liaison staff members. Kapa Haka and Pasifika were supported by the Senior leaders and priority was given to these opportunities when planning events and creating timetables. MTA continued to support LIS and a stronger partnership was developed via Tungia te Koingo.

Focus and Approach 2018 – Tungia te Koingo

We continued to build on the achievements and relationship built over 2017:

- Due to the large number of students from Levin East (Tungia te Koingo Participants) now at Intermediate
- Given the significant Maori and Muaupoko population at Levin Intermediate
- Given the achievement gaps identified for numeracy and literacy
- Given the Principal at Intermediate was in the initial planning phases of Levin East school and already has huge level of understanding and commitment
- We had whanau members, kaiako and Kaumatua willing to contribute because of their enthusiasm for what was achieved and what was possible through Tungia Te Koingo last year

Levin Intermediate School

- Identified 20 Muaūpoko students who needed support in either learning, emotional well being or attendance.

Partnered with the Digital Raranga Matahiko Programme – including jointly resourcing with Muaūpoko experts/historians and Kaumatua

- Training 4/5 targeted Teacher Aides in 'Spring into Maths' Programme for dedicated Maths and Literacy remedial work. Establish programme and iwi to assisted with/share funding for delivery
- Tungia Te Koingo – School holiday programme, which included volunteer Muaūpoko kaiako from around the rohe working in partnership with volunteer Intermediate teachers (to enhance cultural competence and understanding of Muaupokotanga) Focussed on numeracy and literacy skill development in cultural context. Term four when better weather the programme included offsite visits to historic significance places—along with learning and legends, then factored into tamariki school assignments as follow up. Specifically intending to use Muaūpoko Taiao for supporting environment and science projects. A link was made with with East School (given whānau groupings and the fact that a number of Intermediate students who attended Levin East School Tungia Te Koingo Programme last year) for facilitating Tuakana/Teina learning environment – Maori Achieving as Maori

Introduction of Muaupokotanga into Kapa Haka roopu

Accelerated Maths and Literacy – for 11 students who require additional dedicated support. Shared project with school to increase the time and numbers able to participate.

Term Two, Three and Four - Whanau Hui (s)

Iwi to support Kotahitanga morning (daily) routine.

An example of work done: Tūngia tonu te Koingo

Continuing to ingnite the passion.

Muaūpoko Mārohirohi mai.

Muaūpoko strive forward...

Kia hiwa rā! Kia hiwa rā!

E te nuipuku o Muaūpoko whānui tonu!

To the multitude of Muaupoko.

Nau mai haere mai ki te huinga wānanga mō ngā tamariki

Come one and all to the children's holiday programme.

Āhea:

When: Saturday 6th & Sunday 7th of October

Ko te wā:

Time: 9am – 5pm

Ko te wahi:

Where: Levin Intermediate School.

The focus is on whakamana (empowerment), whakawhanaungatanga (building relationships), He Ipukarea,(significant places).

Provide a description of the actions the board will take to address any targets that were not achieved. This may involve including aims and targets in next year's charter to address the variance.

