

Analysis of Variance Reporting



School Name:	Kaitao Intermediate	School Number:	1761
Strategic Aim:	Be the preferred Intermediate of choice in the community.		
Annual Aim:	Leadership – How will the leadership at Kaitao Intermediate School inspire and lead others to accelerate student achievement?		
Target:	<ul style="list-style-type: none"> • Charter targets are more widely known and promoted • Leaders set clear expectations for high quality teaching • Teaching staff are capable, responsible and consistent • Overall teacher judgements provide dependable student achievement information • Student leaders will have agency within the school • All students will have the right to an inclusive education 		
Baseline Data:	Roll of 296 for most of the year. Predicted roll of 265 for 2018. Students divided into academy classrooms which do not provide an inclusive environment for learning, resulting in behaviour issues and low levels of learning.		

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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"> • Charter will be distributed once approved by the board. • Middle Leadership Team to use as a focus for team meetings. • Signage across the school will be developed. <ul style="list-style-type: none"> • In-house Professional learning and Leadership Development for Middle Leaders. DP to run needs-based, leadership development meetings. • DP to check planning alongside curriculum leaders on a three weekly cycle. • Sue Winters to work alongside and further develop Peer Coaching. • Middle Leaders to lead school wide Professional Learning in their area: • Languages – Frances; IT - Peter; Reading - Nathalie; Writing - Kirsten); Maths - Denise); Additional Learning Needs/Inclusion - Calli & Taki 	<p>Charter was shared with all stakeholders once reviewed. Reporting to BOT and teacher goal setting used the same format as the charter for consistency. New school signage at the front entrance which includes new logo and motto.</p> <p>2 needs based leadership development workshops held.</p> <p>Regular checking of planning across the school in term 2 and 3 to develop consistency of practice. Peer coaching workshop held in term 3.</p> <p>Regular DMIC workshops held during PL. Some other leadership leading the learning</p>	<p>Charter was reviewed and rewritten. Shared with all staff and stakeholders and frequently reminded what was in the charter to promote student learning.</p> <p>New signage and change of logo etc. has indicated to the community that there is change. There has been considerable interest in the school, including positive feedback about the changes.</p> <p>Leadership development was positive and valued however it became apparent that the leadership team was too large and needed more experience and closer direction. Checking of planning took place however it as apparent that there was lack of trust and lack of experience. Some mentoring provided.</p> <p>DMIC and Te Reo/Tikanga workshops gave staff an opportunity to practice in a safe environment and to build trust amongst each other and show themselves as learners.</p>	<p>Align the charter more closely with the ERO evaluation indicators.</p> <p>Continue to work towards PB4L signage and making the school more aesthetically pleasing to indicate change and progress.</p> <p>Develop team leadership with 2 team leaders. Develop leadership of SENCO and pastoral care roles.</p> <p>Develop school wide expectations for the planning of writing using the Gaye Byers model.</p> <p>Literacy and Maths leaders to show leadership which promotes sharing of good practice and focuses on student learning.</p>

<ul style="list-style-type: none"> • Core curriculum leaders to check planning on a weekly basis and to be provided with written and verbal feedback on their leadership. • Middle leaders to complete regular classroom observations and provide peer coaching. • Middle leaders will create their business as usual, one-page wonder for their area of responsibility. 	<p>As above</p> <p>Did not take place</p> <p>Not completed/not needed with change of structure planned</p>	<p>As above</p> <p>This took place in DMIC with the lead teacher shadowing DMIC facilitators. Leaders did not prioritise this perhaps due to lack of skill and experience.</p>	<p>Literacy and maths leaders to build their skill in non-judgemental observation and feedback alongside Te Taumata, Gaye Byers and DMIC facilitators.</p>
<ul style="list-style-type: none"> • Teacher’s familiarity and use of NZ Curriculum, National Standards and Progressions documents will be enhanced and will be evidenced through links to the school-wide reading diamonds and writing hexagons used to inform planning and assessment. • Gaye Byers writing benchmarks will also be aligned to these tools. • Maths expectations will be developed using a similar format. 	<p>Beginning to develop collaborative planning across the school which integrates the learning in a more cohesive way.</p> <p>Gaye Byers workshop in term 3 holidays. Observations and feedback by Gaye Byers in Term 4</p>	<p>There remains a focus on reading, writing and maths as separate from the rest of the curriculum. A curriculum overview has been developed and will be implemented in 2018.</p> <p>Beginning</p>	<p>PLD hours to work with Te Taumata on a responsive curriculum.</p>
<ul style="list-style-type: none"> • Professional Learning in making OTJs to be provided. • School-wide moderation to take place. 	<p>Beginning</p> <p>Did not take place in 2017</p> <p>Not started</p>	<p>Beginning</p>	
	<p>Principal and DP visits to all contributing school. Prospectus reviewed and totally revamped.</p>	<p>Relationships with contributing schools are strengthened, as</p>	<p>Continue to support the COL. Take on feedback from contributing schools and review the transition</p>

<ul style="list-style-type: none"> • Investigate PACT as a tool for making OTJ's and developing understanding. • Relationships with contributing schools and secondary schools to be developed to ensure school community wide agreement, understanding and moderation of work. • Develop and implement mechanisms for developing student agency • Student leaders will be selected and announced early in the year. • Develop specific criteria for selecting head students including aspects of tikanga. • Opportunities provided for student leaders to represent the school positively. • Design authentic leadership challenges within the school and which promote community involvement. • Disestablish the academy structure. • Retain the Accelerate class in the interim. • Change the bilingual class to Rumaki. • All other students to be in Year 7/8 classes where teachers will retain their Year 7 students into Year 8 	<p>Regular meetings with local schools as part of the COL</p> <p>Head and deputy students selected in term 2 2017. Process reviewed and leaders announce in week 8 of term 4. Head and deputy students announced at prizegiving 2017.</p> <p>Academy structure disestablished. All classes other than Rumaki and Accelerate are mainstream for 2018. Bi-lingual changed to Rumaki in 2018. PLD of 120 hours allocated for Rumaki development using Te Marautanga. 360 hours allocated for developing Ngati Whakauetanga across the school as part of the integrated program.</p>	<p>evidenced in the roll growth in early 2018.</p> <p>Value has been placed on the relationships with student leaders. Value placed on the student voice and agency that student leaders have along with their peers in establishing the culture of the school.</p> <p>This was well received by parents, students, contributing schools and teachers. Better pathways were developed for students to continue in immersion education as a result of consultation with contributing schools. It is our belief that mainstream classrooms better support inclusive education than the academy structure.</p>	<p>process for 2018/2019 intake. In particular how accelerate classes are selected and the testing processes currently in place.</p> <p>Further community activities and opportunities to lead to be developed alongside leaders to give them a more public presence and further responsibility.</p> <p>Fully develop use of Te Marautanga in the Rumaki class working alongside Core Education (PLD hours)</p>
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Planning for next year:

PLD delivery plans to be completed.

Budget for Gaye Byers.

Review transition process

Develop COL relationship and leadership across schools and within our own school.

Develop relationships with outside agencies to support classroom observation and feedback for Maths and Literacy leaders.

Annual Aim:	Acceleration – How does our teaching pedagogy support the acceleration of student achievement at Kaitao Intermediate School.
Target:	<ul style="list-style-type: none"> • All students by the end of Year 8 are well above where they began in February of Year 7. • Systems are strengthened for identifying and tracking the progress and achievement of students. • Teachers identify five target students achieving ‘just below At’ from each class for whom they will develop a written plan for acceleration. • All teachers are high quality teachers of writing. • All teachers are high quality teachers of maths • Students have increased ownership of their learning, show understanding of their own next learning steps and celebrate learning gains and success.
Baseline Data:	Teachers have identified 5 students in writing, 5 students in reading and 5 students in maths as target students. Target student inquiries were being implemented prior to principal and DP starting. There was little evidence to show that achievement data is reliable and valid.

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>Define what ‘well above’ will look like.</p> <p>Further develop ‘reading diamonds’ and ‘writing hexagons’ as mechanisms to measure incremental student progress.</p>	<p>Not fully examined once Gaye Byers work started to ensure that that levelling is accurate before progressing further.</p> <p>Reading diamonds and writing hexagons discussed and implemented in some classrooms, by some teachers.</p> <p>Levelling of writing to make OTJ’s has been explored. A number of discrepancies remain.</p>	<p>Not consistent across the school as they do not align with Gaye Byers.</p>	<p>These tools provide valuable information for students for setting an understanding their own next steps. It needs to be examined as to how they can align with Gaye Byers work.</p> <p>Continued work with Gaye Byers and DMIC to make accurate OTJ’s.</p>

<p>Gather reliable and dependable data for Year7's by the end of 2017 to establish the baseline for 2018.</p> <p>Establish protocols to decide on the reliability of data from contributing schools (See also OTJs in the Leadership section)</p> <p>Develop an 'at risk register', which accurately records the numbers of students below, and well below NS. Strengthen systems for tracking individual student's progress so that we are aware whether they are making accelerated progress or not and can adapt teaching programmes responsively.</p> <p>Share acceleration plans with the student and then with parents to show their expected progress and actions that teachers and parents will take to support them to achieve this.</p> <p>Leaders will articulate the purpose of having target students is to inquire into what works for our students to improve the quality of teacher practice for all students.</p>	<p>Data collected remains reliant on testing.</p> <p>SENCO further developed at risk register and record of students receiving learning support.</p>	<p>There remains a heavy reliance on testing of students over effective use of OTJ's</p> <p>Teachers had too many target students and did not always follow through with the target student inquiry – too thinly spread rather than targeted action.</p>	<p>Develop understanding of the progressions across the curriculum to ensure that learning is transferable and promotes success leading towards secondary education.</p> <p>Work within the COL to establish trusting relationships, agreed expectations for reliable data and across school moderation processes.</p> <p>Establish inclusive education across the school.</p> <p>Ensure that RTLB referrals and other learning support are in place early in the year. Teacher aides to support across the school. Quick60 reading program to be developed.</p> <p>Ngati Whakaue Education Endowment Trust funding to be distributed across the school.</p> <p>All teachers to develop IEP's for students with additional needs.</p> <p>Teachers to show responsiveness to the curriculum. Target students to be identified in term 1, termly meetings with parents/caregivers for goal setting and keeping on track.</p>
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<p>Gaye Byers PLD in term 3</p> <p>At least one writing appraisal goal for all teachers.</p> <p>Maths lead teacher to establish expectations for how maths should be taught at Kaitao Intermediate based on PLD and agreed best practice.</p> <p>Teachers use these strategies within their program to strengthen maths teaching and learning.</p> <p>Develop walkthrough or similar observation tool for leaders to provide feedback to teachers on their maths practice.</p> <p>Work toward developing a similar assessment tool to the “reading diamonds” and “writing hexagons” for mathematics goals setting/monitoring/assessment.</p> <p>Leaders will develop appropriate templates for students to self-assess and set goals and share these with teachers.</p>	<p>Completed</p> <p>Teachers all set writing goals</p> <p>There is a divide between those who agree completely in the DMIC program and those who believe that maths would be further accelerated with a range of strand strategies combined with DMIC teaching.</p> <p>Observation and feedback tools provided by DMIC facilitators and followed by maths leader.</p> <p>Maths trapeziums developed by DP and shared with teachers. Not yet implemented in classrooms.</p>		<p>Further professional development and discussion to take place in order to provide well evidenced justification for the way we teach maths. Maths leaders to attend maths symposium and be involved in ALIM.</p> <p>Make decisions about the use of maths trapeziums school wide.</p>
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Planning for next year:

Make well evidenced decisions about the successfulness of maths programs across the school.
 Develop planning expectations school wide.
 Develop leadership of appointed maths leaders.
 Complete DMIC PLD plan.

Annual Aim:	How does Kaitao Intermediate School raise the engagement of students, teachers and whanau to participate actively in learning?
Target:	<ul style="list-style-type: none"> • Students and staff feel that they are in a place that is predictable and safe. • The learning culture engages the interests of the emerging adolescent. • The community sees Kaitao as a safe, positive learning place for their children. • The new school uniform signifies a new beginning and instils pride and a larger roll. • Partnerships with mana whenua and Ngati Whakauetanga are strengthened.
Baseline Data:	As per ERO report and recommendations

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<ul style="list-style-type: none"> • Review the current behaviour management plan collaboratively with all staff including: <ul style="list-style-type: none"> • Rewards systems • Communications systems. • Reinforce expected behaviour management protocols: • Teachers are expected to manage student behaviour which is low to moderate (Tier 1) • Restorative practices will be used for low to moderate behaviour (Tier 1) 	<p>School systems have been reviewed and where necessary altered to better reflect the needs of students. Communication systems have been strengthened in that there is open, honest and timely communication with all staff. Use of emails has been limited and meeting schedule has been altered to provide better overall staff communication.</p> <p>Behaviour management follows the principals of restorative practice, PB4L and UBRs. Workshops have been held to ensure staff know how to manage these situations.</p> <p>Teachers are more widely taking responsibility for the behaviour management of their own classroom, with support as to next possible steps from senior management.</p>	<p>There were a number of reward systems in place using PB4L concepts. Students valued some over others and teachers used some more than others, confusing the system. This has been refined. Behaviour management was mostly managed with students being sent to senior management. This disempowered teachers. Work has been done to improve the skills of teaching and non teaching staff to manage, incidents, follow the procedures, decide between major and minor incidents and deescalate situations. Support given by senior management is to work through incidents to ensure that teachers are empowered to manage most incidents successfully, themselves.</p>	<p>Continue to develop behaviour management skills across the school.</p> <p>Appoint a new SENCo.</p> <p>Appoint a staff member to work alongside senior management to manage more serious incidents and support teachers in a pastoral care role.</p>

<ul style="list-style-type: none"> Behaviour expectations promoted visually and verbally. 	<p>Use of the values promoted schoolwide at assemblies. New climbing wall displays the school values.</p>		<p>Further develop signage and visually promote values.</p>
<ul style="list-style-type: none"> Continue to provide PD for PB4L strategies identified as effective through our data analysis. Implement restorative practices as per our behaviour management plan. Identify the interests of our emerging adolescents and use them to plan engaging contexts for learning. 	<p>As above</p> <p>Curriculum implementation plan developed for implementation in 2018 using Ngati Whakaue themes. PLD for 2018 alongside Te Taumata to develop inquiry learning and engaging students effectively.</p>	<p>PLD application to MOE successful for 2018 to build on the abilities of teachers to engage students in an integrated curriculum using inquiry learning appropriately.</p>	<p>Work alongside team leaders in 2018 to develop cohesive, collaborative teams.</p>
<p>Get the stories of our success out there:</p> <ul style="list-style-type: none"> newsletter items Facebook page Media articles Seesaw for communications with individual families School website (link Facebook to this) Prospectus Communications with contributing schools. 	<p>As described</p>		

<ul style="list-style-type: none"> • Visit contributing schools twice per year to showcase our school. 			
<ul style="list-style-type: none"> • Design a new school logo, motto, vision and uniform. 	<p>Logo designed in consultation with community and with student voice (student competition). Vision adapted to better reflect the culture of the school. Uniform designed and ready for sale and implementation in 2018.</p>		
<ul style="list-style-type: none"> • Continued strong leadership and cultural protection. • Strengthen the knowledge of all staff in tikanga Maori, the language, identity and culture of Ngati Whakaue • Karakia at all hui. • All stakeholders to learn local protocol and waiata. • Te Rangihakahaka noho marae to be provided and attended by all staff and students. • Understanding gathered from noho marae will be inculcated into the culture of the school and across the curriculum. • Teachers will ensure that students know and use their pepeha. 	<p>Tikanga and reo Maori is highly valued within the school. It has been noted and appreciated by staff. Tikanga section of staff PL added for 2017. Karakia protocols examined and discussed. Karakia, haka pohiri and waiata are an integral part of the schools culture. Rangihakahaka 2 attended by the majority of staff, as well as full day PD following. Networking and relationships built with key people within Te Taumata for developing a culturally responsive curriculum across the school.</p>		<p>Complete bus trip for Te Rangihakahaka to complete the series. Look at ways to do catch up for Te Rangihakahaka for new staff.</p>

Planning for next year:

Complete PLD hours with Te Taumata.

Annual Aim:	How will enhancing the physical environment at Kaitao Intermediate School improve the hauora and well being of students, staff and community?
Target:	Kaitao Intermediate School is recognised by our community as a positive, engaging place to be. It will be an aesthetically pleasing, safe and welcoming environment, which demonstrates how we value and respect our students, staff and community.
Baseline Data:	Lack of boundaries around the school perimeter. Gardens, Spaces. Classroom renovations. Scope and design for Waharoa.

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"> • <u>Fencing</u> • Establish the boundaries of the school ground • Remove and reassign all of the internal fencing to the perimeter of the grounds. • Install new gates and fencing at both entrances. • Separate visitor and staff parking areas. <hr/> <ul style="list-style-type: none"> • <u>Gardens</u> • Once fencing is installed we will establish an enviro-area including: <ul style="list-style-type: none"> compost a worm farm chickens food growing areas <hr/> <ul style="list-style-type: none"> • <u>Spaces</u> • Design and build variable small spaces for students and staff to sit and interact <hr/> <ul style="list-style-type: none"> • <u>Classroom renovations (based on property scoping plans)</u> • Removal of surplus classrooms • Repairs to roofing 	<p>Funding for fencing to establish the boundaries of the school has been received.</p> <p>Visitor and staff car parking areas are separated by cones at the end of the day and manned by staff.</p> <p>Garden areas have been tidied up considerably including at the main entrance. New signage has been erected.</p> <p>Two classrooms have been removed.</p> <p>Funding for roof repairs and classroom renovations underway</p>	<p>Property funding for projects has been sought and is currently well underway.</p>	<p>Continue to seek funding and ways to improve the aesthetics of the school to provide an equitable environment for our students.</p>

<ul style="list-style-type: none"> • Electrical upgrades • Plumbing and drainage • Refits of internal wall coverings 	<p>Temporary wall coverings have been put into all classrooms to make the environment more pleasing.</p>		
<p><u>Scope and design a waharoa for front entrance</u></p> <ul style="list-style-type: none"> • Install Poutama along driveway to make the front entrance inviting. 	<p>Waharoa design and quotes received. Some funding received. Pou being designed.</p>		
<p>Planning for next year:</p>			
<p>Complete property projects currently in progress.</p>			