



The University of Auckland

Centre for Educational Leadership

Te Pokapū Mātanga Ako Mātauranga

Whatawhata School 2018

Analysis of Variance

(To be read in conjunction with the [Whatawhata School Charter 2018](#))



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Termly improvement priorities report prepared for the Board of Trustees

Improvement Plan 1: Implementing <i>Spirals of Inquiry</i> to improve learning, progress, achievement and engagement of priority learners				
Priority 1	Term one	Term two	Term three	Term four
Goals and targets	<p>Annual Goals</p> <p>Implement a comprehensive collaborative teaching as inquiry process using the Spirals of Inquiry model</p> <p>Improve the engagement of priority learners by better understanding and supporting their academic, emotional, cultural and behavioural strengths and needs</p> <p>Use this approach and this knowledge to accelerate progress of our priority learners, and to close the achievement gap between Maaori and non-Maaori</p>		<p>Annual School-wide Target <i>Where do we want to be at the end of 2018? The focus is on <u>student outcomes</u>.</i></p> <p>Priority learners (Maaori learners and boys at below expected levels) show accelerated progress and, as a result, improved achievement</p> <p>The achievement gap between Maaori and non-Maaori, and between boys and girls, is reduced as a result</p>	
Summary reflection on progress towards our goals and targets	<p>We have begun the inquiry process (with our scanning). We're following the recommended approaches and timelines. Each team has created a team document(s) to record evidence and gathered information. We have a developing knowledge of our priority learners and their strengths and needs.</p> <p>As we've only been scanning this term we have not been considering the progress and achievement of the learners. Teams continue to focus on improving academic programmes to support their learners' needs</p>	<p>We continue to strengthen our knowledge of the spirals process. Each team has pinpointed the focus areas that is likely to make the biggest difference through "hunching". Everything is zoning down to our practice and our learning to better support these learners. We're open to change. We are looking forward to professional learning and to find improved ways of meeting our priority learners needs. We understand the real importance of giving it time - while tempted to try and "speed up" we see the importance of "slowing down to speed up"!</p> <p>As expected, looking at our data reveals no changes in regards to priority learner progress and</p>	<p>This term has been all about new learning and taking action. At the start of term all teams confirmed their inquiry focus area. Teams have all been completing mini-cycles (researching, doing, reflecting and recording evidence of the impact) every few weeks. This will continue into term four.</p> <p>We haven't looked at this this term - rather we have focused on the mini-cycles and what the impact has been.</p>	<p>Looking back, spirals has had a significantly positive impact on learning and learners. It has led to some significant changes in pedagogy, a real focus on how we change our practices to support their needs, and an inward focus which has made us more reflective and less defensive. Within teams there was increased reflection, self-directed professional learning, sharing and collaboration. We have created a culture where people have taken significantly larger and risks and changes in practices - big changes rather than little tweaks. We are all onboard with this approach and all open to looking for new answers.</p>

		acceleration as we have not yet moved to action.		
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Improvement Plan 2: Building Learner Agency through Collaborative Inquiry and the 7 Principles of Learning

Priority 2	Term one	Term two	Term three	Term four
Goals and targets	<p>Annual Goals</p> <p>Develop common school-wide understanding, definitions, rubric, language, resources and expectations of Inquiry and the Seven Principles of Learning</p> <p>Implement collaborative inquiry and school-wide professional learning to better understand the learners, learning, what will make a difference</p> <p>Together we are creating an environment that promotes active involvement of everyone in teaching and learning</p> <p>Strengthen team practices as a result</p> <p>Share quality practices school-wide</p>		<p>Annual Target <i>Where do we want to be at the end of 2018? The focus is on student outcomes.</i></p> <p>Learners have growing understanding, skills and opportunities to know what, how and why they are learning, how they're going and our next steps (learners at the centre)</p> <p>Learners are actively involved in shaping learning and in learning in different ways and with different people (social nature of learning)</p> <p>Learners are more engaged in their learning</p> <p>There is improved progress and achievement of our learners</p>	
Summary reflection on progress towards goals and targets	<p>We've made a good start on developing our shared understandings. We've considered our practices and what our priorities are. We've created initial goals and plans for action (created in teams at a later date). We've yet to see much change towards our own practices or the impact on learning. This will really kick in from term two (when we have greater knowledge).</p>	<p>A change for the originally planned idea with some teams focused on the one principle (i.e. combining spirals and agency inquiries) and others focused on two different ones. All classes have given priority to developing agency in classes using the SMART goals from term one. For our two older classes this has seen a significant change in teaching and learning with a big push towards learner leadership, choice, and more workshop based teaching. Our two younger teams have focused on developing social and emotional skills to be able to work better in independent and collaborative situations. These teams are also</p>	<p>Through the spirals, three of the four teams have found a big overlap between spirals and agency. In essence they have become part of the same thing. This can be seen in the different teams' mothership documents. Whether as a combined or a separate inquiry, agency continues to be a major focus with all teams trying a range of approaches to develop agency further. We have tried a different approach to data collection this term, with a much closer focus on priority learners and their progress rather than generic assessment of everyone.</p>	<p>Learner agency and the need to foster it was a priority in all teams. It feels like it has become a genuine and real focus and something we have worked on embedding. It has looked quite different in different teams how they have approached it, but all have shown an increasing understanding and implementation at a deeper level. Practices were strengthened noticeably within teams and there was productive and specific sharing of quality practices. There appears a shift in the language around progress of learners and what we can do not what they can't.</p> <p>We find it harder to talk about achieving the targets as each team</p>

		starting to explore play based learning possibilities.		had a different principle of learning that they were focusing on. See spirals evaluations for these.
Summary reflection on progress towards our targets		Across the board, there is evidence of all learners developing new skills in terms of both learners at the centre and social nature of learning. This can be seen in their understanding and leadership of learning and in their working independently and with others.	As per spirals, we haven't measured or evaluated the progress we've made in regards to these targets. This will form a major part of term four	

Improvement Plan 3: Ensuring that our special needs learners are supported through effective procedures, plans and programmes

Priority 3	Term one	Term two	Term three	Term four
Goals and targets	<p>Annual Goals</p> <p>Redevelop the school's procedures for identifying, supporting and tracking special needs learners</p> <p>Empower junior and senior deputy principals in leading these special needs procedures as SNLs</p> <p>Support all staff to better understand needs and improve learning programmes</p> <p>Work closely with whaanau to better support these learners</p>		<p>Annual School-wide Targets <i>Where do we want to be at the end of 2018? The focus is on <u>student outcomes</u>.</i></p> <p>All special needs learners are supported with programmes that better meet their academic, social, behavioural and/or emotional needs</p> <p>Programmes are strengths-based, building on what they can do</p> <p>These learners are engaged and motivated in their learning</p> <p>Special needs learners make appropriate progress and achievement</p>	
Summary reflection on progress towards goals and targets	<p>Most of the work has focused on the first two annual goals. The new procedures have been developed. The DPs have stepped right into the SNL roles, having a strong handle on what special needs support is and isn't.</p> <p>A small number of learners have been supported through new support and interventions.</p>	<p>The focus has revolved around developing a strong foundation of procedures for identifying, recording and tracking these learners. This is now largely complete which will allow a bigger future focus on better supporting them and their learning needs. Teams have improved understanding of special needs categorisation and how to inform SNLs of concerns or wonderings.</p>	<p>The majority of processes are established successfully. The focus on working with teachers and teams has been increasing, supporting teams with the processes and practices that have been established. These are also being refined as we find more effective ways of working.</p> <p>We are working towards getting more and more children identified as</p>	<p>We have seen a tremendous increase in the focus given to our special needs learners. There are refined systems and processes, increased liaison, advice and intervention from external agencies.</p> <p>The spirals has also provided increased support for many of these learners as our practices have been refined and improved as we got to</p>

		Again, work has continued supporting a small number of learners through applications for support and in-class changes (mainly behaviour focused). Most information is now in place now to focus on a more comprehensive, individualised approach to support from term three.	to whether or not they need to be on a special needs register. Programmes for those highest priority children are really getting underway with specific programmes and approaches.	<p>understand the children better and what we may need to do differently.</p> <p>More children than ever are receiving support, whether from the classroom teachers, the special needs leader or external agencies. We are taking self- responsibility for more of the issues and solutions.</p> <p>We have ever- increasing tools and knowledge that we are using and understanding</p> <p>This is an evolutionary area that will develop and improve as we learn more and more</p>
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Improvement Plan 4 - Ensuring compliance with the new Education Council Standards and appraisal requirements

Priority 4	Term one	Term two	Term three	Term four
Goals and targets	<p>Annual Goals</p> <p>We have good shared knowledge of the new EC Code and Standards</p> <p>Our appraisal processes are fully compliant with these</p>		<p>Annual Target <i>Where do we want to be at the end of 2018?</i></p> <p>All teachers demonstrate, through curated evidence and appraisal processes, that they meet the Education Council Professional Standards</p> <p>There is improved professional practice as a result</p>	
Summary reflection on progress towards goals and targets	We have developing knowledge of the code and the standards. All teachers have performance agreements. Compliance is well underway though until we have the twice annual meetings this can't be achieved	There is increased clarity around teacher's and school's roles in appraisal and in the collation of evidence. We can see how our inquiries provide much evidence against all the Standards. Inquiries will form the basis of appraisal meetings conversations early next term - we're calling it "telling your story"	All teachers have completed their first appraisal meeting. These took a lot longer than expected but were a positive experience for all. All teachers were on-track in regards to evidence gathering.	<p>We have really cracked the new appraisal process and linking it with inquiry. We are all more knowledgeable Standards and has brought them more to the fore. The process is a positive one focused on professional growth first and foremost.</p> <p>Further refinement of integrating inquiry, appraisal and appropriate</p>

				documentation will see this improve more.
	<p>Noticings have provided a forum for conversations over improving professional practice and its impact is seen across the school.</p> <p>Teachers are beginning to compile evidence on how they are meeting the standards,</p>	<p>Noticings focused on newer teachers to the school and provide specific areas for improvement. Teachers are now able to show a range of evidences as meeting the Standards through their inquiries.</p>		

School Priority Achievement and Progress Information

In **2018** the annual goals were:

- Priority learners (Maaori learners and others at below expected levels) show accelerated learning progress
- Priority learners show improved achievement
- The achievement gap between Maaori and non-Maaori is reduced

These goals must be the first priority when selecting learners.

If there are insufficient numbers of learners according to these goals, then teams can focus on other learners. If there are higher numbers than recommended (4-5 learners per teacher in each space), it is suggested that learners are prioritised.

This could include:

- Special needs or possible special needs learners
- Other learners with differing cultural, emotional, social, behavioural or academic needs
- ESOL learners

In 2018, we tried a new individualised approach to tracking progress of our priority learners. This saw us plotting achievement and progress of each of the learners identified through the goals above and plotting them against the [New Zealand Years and Curriculum Levels chart](#) here.

Achievement levels were developed using the literacy and mathematics progressions and expressed as a curriculum level.

We believe that this approach provided a much better way of showing the progress that these children made.

Progress and achievement charts can be seen below for reading, writing and maths.







