

## Analysis of Variance 2024

<b>School Name:</b>	Cloverlea School	<b>School Number:</b>	2350
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<b>Strategic Aim:</b>	<p><b>Maths Strategic Goal</b></p> <p>To improve the teaching and learning in mathematics, in relation to the New Zealand Curriculum, by using the mathematics curriculum elaborations to implement flipped learning and improve teacher curriculum knowledge as well as increase classroom engagement through the use of Kagan Structures.</p> <p><b>Te Reo leading to Aotearoa Histories Strategic Goal</b></p> <p>To continue to focus on improving teacher capability in te reo so they can normalise te reo in the class and across the school.</p> <p>To learn about local history alongside Rangitane and develop a localised curriculum</p> <p><b>Kagan Structures through PB4L Tier 1 Strategic Goal</b></p> <p>To improve the teaching and learning opportunities in learning spaces, by reducing the number of classroom incidences across the day using Kagan as a main pedagogy to continue to develop relationships for inclusion and engagement.</p>
<b>Annual Aims:</b>	<p><b>Mathematics Annual Goal</b></p> <p>By the end of 2024, at least 25% of the Year 5 and Year 6 target student group will make accelerated progress, meaning at least 5 year 5 children and 7 year 6 children will make more than one year's progress, using their scale growth from Progressive Achievement Test and GloSS data to show accelerated progress. To enable us to reach the Annual Goal in Mathematics, we have analysed data from the end of 2023 and discussed student achievement. As a result we have identified the cohorts below as targeted students with a priority of making accelerated progress with these groups.</p> <p><b>Aotearoa Histories Annual Goal</b></p>

At the end of 2023, staff feedback was given confidentially to the Principal through Google Forms. There was evidence of individual growth and development as well as the realisation there are more opportunities we can find within our curriculum and localised curriculum :

- 58.8% of staff being able to use daily 16-30 instructions in te reo
- 29.4% of staff able to use daily 30 - 40 instructions in te reo

For kaiako to be able to use more te reo and normalise this within the school, we need to improve confidence and capability, more opportunities need to be organised and more presence of Rangitanē PLD providers to continually support our localised curriculum.

#### **Kagan Structures through PB4L Tier 1 Annual Goal**

To continue to decrease classroom behaviour incidents by implementing Kagan structures throughout our classroom programmes. Kagan structures help develop an iNclusive class culture that enables our LEGENDs to participate and contribute to their learning.

### **Target**

#### **Mathematics Target**

To target the 56% of Year 5 students and the 55% of Year 6 students who were identified as working below the expectation for their year level at the end of 2023.

- To accelerate the progress of the 56% (n = 19) of the Year 5 students working below expectation.
- To accelerate the progress of the 55% (n = 27) of the Year 6 students working below expectation.
- Māori and Pasifika progress & achievement will be tracked and monitored through HERO.

#### **Te Reo leading to Aotearoa Histories Target**

- For every kaiako to begin working towards 4b in te reo so that all tamariki can hear and respond in te reo as part of our everyday learning at Cloverlea.
- For our localised curriculum draft that was shared with Rangitanē to be explicitly planned and taught across the school, using this as the basis for all curriculum development.

#### **Kagan through PB4L Tier 1 Target**

- To reduce the classroom incidences by at least 20% across the school
- Provide further PLD for kaiako around ways Kagan can be implemented within curriculum learning.

- Complete observations of Kagan in action in all classes.
- Support staff development around strategies that can be used, that specifically align with LEGEND.
- Continue to develop schoolwide practices that ensure strategies are consistent across the school.

## Baseline Data

### Maths Baseline Data

- 56% of Year 5 students were identified as achieving “just below” or “needs targeted support” in 2023 (19 students)
- 35% of the Year 6 students were identified as achieving “needs targeted support” in 2023 (17 students)
- 20% of the Year 6 students were identified as achieving “just below” in 2023 (10 students)

**Māori learners:** 18% of Māori students identified as ‘needs targeted support’ and 22% of students identified as ‘just below’ our Maths Expectations.

**Pasifika learners:** 23% of Pasifika students identified as ‘needs targeted support’ and 31% of students identified as ‘just below’ our Maths Expectations.

### Te Reo leading to Aotearoa Histories Target

As above, data from the teacher survey was used to help plan PLD for 2024.

### Kagan through PB4L Tier 1 Target

Overall,

- 2023 date: 64.45% of incidences on SWIS are within the classroom (this is up from last years 56.95% by 7.5%)
- 13% of incidences on SWIS are recorded in areas like cloak bay, bike track, car park, etc. These are all classroom based times.

Tier 2 support interventions in place:

- Whare Manaaki operating with 3 Mentors, supporting up to 40 LEGENDs daily from 9am - 2.30pm
- 6 Mentors with a role of ‘mentoring’ our LEGENDs and support with decision making

## Mathematics

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What did we achieve?</i>  <i>What were the outcomes of our actions?</i>  <i>What impact did our actions have?</i>	<b>Evidence</b>  <i>This is the source of information the board used to determine those outcomes.</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>  <i>Think about both where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b>  <i>What do you need to do to address targets that were not achieved.</i>  <i>Consider if these need to be included in your next annual implementation plan.</i>
<p><b>Across the School</b> Analysed end of year (2023) data to identify trends and areas to target in learning. Continue to develop the Mathematics Flipped Video website library. Began using Statistics Flipped Learning Library</p> <p><b>Professional Development</b></p> <p><b>Kaiako</b> Set up mid year milestones on HERO to ensure kaiako had clear guidelines so that mid year OTJs were more consistent..</p>	<p><b>2024 beginning of the year - Year 6:</b></p> <p>Based on the end of 2023 data, 55% of Year 6 students were working just below or well below expectation. 35% of Year 6 students identified as “well below” from the end of 2023 data. 20% of Year 6 students identified as achieving “just below”.</p> <p><b>2024 end of the year - Year 6:</b></p> <ul style="list-style-type: none"> <li>10.2% students working above expectation</li> </ul>	<p>Data from SMS - Hero</p>	<p>Learning support for mathematics has been consistently delivered on a daily basis.</p> <p>Learning support was provided for learners who were just below in term 1 and then those needing targeted support in term 2 and 3. A learning assistant worked with year 5 and year 6 groups of learners to try and help accelerate their progress.</p> <p>Kaiako across the kura have been trialling the structured maths approach and they have seen significant improvements in</p>	<p>Complete Number and Algebra flipped learning library and kaiako start using a flipped approach across their maths programme.</p> <p>Evaluate the flipped learning cycle - video, workshop-activity across kura.</p> <p>Ensure flipped videos line up with the new curriculum and plan any additional videos needed.</p> <p>Ensure flipped learning being used in all maths lessons (need to finish library for this).</p> <p>Use of equipment in teaching - PLD around the importance of this and</p>

<p>Kagan Collaborative Structures embedded in classroom mathematics practice to promote mathematical discussion. Content knowledge professional learning through developing the flipped learning library.</p> <p><b>Learning Assistants:</b> Learning Assistants given professional guidance in how to support targeted groups. Regular conversations being held between Learning Assistant and Maths Lead Teacher</p> <p><b>Improving Year 5 and 6 outcomes:</b> Maths learning support groups were identified based on the end of 2023 data and learning support groups were set up targeting those students who are just below or well below the expectation.</p> <p>Analysed PAT results to identify trends and key</p>	<ul style="list-style-type: none"> <li>● 44.9% students working at expectation</li> <li>● 14.29% students are 'just below' the end of 2022</li> <li>● 30.61% of students are 'well below'</li> </ul> <p>At the end of 2024, 44.9% of Y6 students are working below expectations, (7 Māori students within the group) compared to 55% working below expectation at the start of the year.</p> <p><b>2024 beginning of the year - Year 5:</b></p> <p>Based on the end of 2023 data, 56% of Year 5 students were working below or well below expectation (19 children).</p> <p><b>2024 end of the year - Year 5:</b></p> <ul style="list-style-type: none"> <li>● 15.79% students working above expectation</li> <li>● 42.11% students working at expectation</li> </ul>		<p>their learners' progress as a result.</p> <p>Senior team kaiako have worked collaboratively to analyse PAT data and use this to target gaps in our year 5 and 6. There has been some excellent progress as a result of their programme.</p> <p>Continued work on our maths flipped learning library has increased teachers' content knowledge, by deliberately pairing up staff based on experience and maths confidence.</p>	<p>modelling around use of materials in all maths teaching.</p> <p>Sense of urgency and pace needs to be a focus for some kaiako.</p> <p>Building teacher maths knowledge will be an ongoing focus next year. Learning around what the teacher does in group teaching after LEGENDs have watched the video - how is this time used to reinforce or extend learning?</p> <p>Increase the range of Kagan structures used to promote maths learning and discussion - increase use in group teaching, as well as whole-class.</p>
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<p>content knowledge to focus on - Years 4-6</p>	<ul style="list-style-type: none"><li>● 21.05% students are 'just below'.</li><li>● 21.05% students are 'well below'.</li></ul> <p>At the end of 2024, 42.1% of Y5 students are working below expectations, 16 children (including 7 Maori within the group) compared to 56% working below expectation at the start of the year.</p>			
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## Aotearoa Histories

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What did we achieve?</i> <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	<b>Evidence</b> <i>This is the source of information the board used to determine those outcomes.</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i> <i>Think about both where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved.</i> <i>Consider if these need to be included in your next annual implementation plan.</i>
<p>Staff Only Day focused on cultural competency.</p> <p>Staff Hui with another local primary school (planned for 3-4 times per term).</p> <p>Regular staff meetings dedicated to unpacking Niho Taniwha</p> <p>Support staff member continues to work alongside kaiako in classes, normalising te reo in learning programmes, giving advice and feedback around pronunciation and use of te reo based on what is going on in class.</p>	<p>More te reo across all spaces heard by students and staff. New kupu introduced and normalised.</p> <p>Staff continue to be open to being challenged about culture.</p> <p>More staff asking questions and utilising the people around them.</p> <p>Integration of te reo and matauranga Māori at the forefront of planning. Planning looked at to see where other small changes can be made. Ensure it has a bicultural lens within planning.</p>	<p>Link to full <u><a href="#">Māori Improvement Plan</a></u></p> <p>Each teams PGC shows the deliberate changes they made, wonderings and next steps.</p> <p>School Wide Plan</p>	<p>Sound planning and preparation before starting the journey.</p> <p>Relationship continues to be developed with Rangitaane.</p> <p>Community are positive about the changes. Whānau can see the progression between each team but the purakau being the overarching context.</p> <p>Targetted, deliberate actions in our plan, with all the pieces fitting together.</p> <p>Senior and middle leaders deepening their own understanding first then</p>	<p>Visit to Wellington to look at the vaults at Te Papa, walking tour based on Kupe and to see Te Tiriti o Waitangi at archives New Zealand.</p> <p>Begin 'Te Whare Tapu o te Ngākau Māori' as a staff read</p> <p>Localised curriculum that has strong progressions.</p> <p>Deepen understanding of Kupe.</p> <p>Staff to visit Waitangi grounds, Kupe's Footprints and Kororareka.</p> <p>Marae trip for year 3 and 4 team</p>

<p>Kapa Haka well established, tutor taking team-based and schoolwide kapa haka</p> <p>Senior and middle leaders attended MAC Hui-A-Tau. As well as a classroom kaiako.</p> <p>Kaiako observed each other in kagan structures, literacy and flipped learning. Discussed in teams how te reo has been integrated. Kaiako then uplifting their own practice to see kupu that is normalised in other akomanga.</p> <p>Teaching staff completed Niho Taniwha. Support staff continue to work through the chapters of Niho Taniwha.</p> <p>Deepened learning through experiences through Whangai Mokopuna.</p> <p>Aotearoa Histories links made with school wide plan - Whangai Mokopuna</p> <p>Manawatū Time Machine attended by all teaching</p>	<p>Staff have really embraced the challenges and are open to hearing and listening to the raw experiences of those who have had to navigate a system that is not fit for purpose.</p> <p>Staff have utilised the PLD to do better - asked for translations, checked in when unsure.</p> <p>Staff have positively participated in all te reo sessions and requested further learning.</p> <p>LEGENDs have an incredibly positive attitude and a growth mindset towards learning te reo, participating in kapa haka and learning in contexts with an Aotearoa lens.</p> <p>Pae korero used in all spaces, at age and stage appropriate levels. Each team looked more in depth into the year level below and above to see changes they were making/ had made and then adapted their pae korero.</p>		<p>sharing with the rest of the staff.</p>	<p>Continue Staff Hui with another local primary school (planned for 3-4 times per term).</p> <p>Knowledge from Manawatū Time Machine to be used in planning for 2025.</p>
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<p>staff to learn of local history.</p>	<p>Learning from MAC Hui-A-Tau shared with the rest of the staff and connects made to current curriculum and discussions around links to 2025.</p> <p>Staff reflected on their journey with Niho Taniwha and captured this in a clip. These were compiled and shared with staff, BOT and Melanie Riwa-Couch.</p> <p>Our journey with Niho Taniwha shared with several visitors throughout the year (MAC principals, local schools, schools from outside of district). A chance to reflect and see where to next.</p> <p>Learning progression across the kura for Whangai Mokopuna. Strong links made to curriculum.</p> <p>Learning from te reo sessions with another local school shared in team hui so staff get knowledge from both groups.</p>			
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## Kagan Structures through PB4L Tier 1

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What did we achieve?</i> <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	<b>Evidence</b> <i>This is the source of information the board used to determine those outcomes.</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i> <i>Think about both where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved.</i> <i>Consider if these need to be included in your next annual implementation plan.</i>
<p>A number of Kagan structure model videos were added to the library on the PB4L flipped video website.</p> <p>Team Meetings and Staff Meetings had a Kagan Structure focus at the beginning of each hui. Discussion then had about the Kagan structure and key parts of it.</p> <p>Classroom observations done in pairs where they observed Kagan. Feedback was then given to the team.</p> <p>New staff member inducted into Kagan with PLD from their mentor</p>	<p>All current staff have an understanding of why we use Kagan and what it looks like in action.</p> <p>Kagan Flipped Learning library was promoted to staff to use as a resource to see the structures in action. Videos were added to show what it would look like in the junior and senior end of the school.</p> <p>Staff were modelled ways to use different Kagan structures through staff and team meetings, giving them more ideas of ways to use these.</p> <p>Classes are effectively using a range of Kagan</p>	<p>Kagan evident in Seesaw posts across the school.</p> <p>Kagan flipped learning website shows structures in action in a range of classes.</p> <p>Kagan feedback from staff hui included in staff admin with key parts of the kagan structure that was modelled. Suggestions included how it could be used.</p> <p>Kagan observations completed - dated in admin when done.</p>	<p>Strong process for inducting new staff leading to a higher level of consistency across classes.</p> <p>Regular time in staff and team meetings to discuss the use of Kagan</p> <p>Staff and student voice included and then helped to inform future planning.</p> <p>Feedback to the team about what they had seen in other akomanga and then seeing what they could do as a team.</p> <p>Teams introducing Kagan structures earlier and then</p>	<p>Complete videos of all teachers/classes using Kagan for flipped learning library and give feedback.</p> <p>Collect staff and student voice about the use of Kagan.</p> <p>Team leaders revise all the common structures used in the younger teams early in the year and then introduce new structures weekly until the full kete is being used.</p> <p>Ensure Kagan is evident in planning across kura.</p> <p>Staff hui to have kagan structures modelled that</p>

<p>teacher and team. Team leader modelled how to do some of the kagan structures they use in their team. Feedback then given.</p> <p><a href="#">Kagan Staff Voice</a></p> <p><a href="#">Kagan Student Voice</a></p>	<p>structures in all learning areas as well as for building class culture.</p> <p>Classroom observations improved kagan structure practice across our kura and showed kaiako other opportunities of where kagan could be used.</p>		<p>setting expectations for the next team knowing LEGENDs will be coming with a new Kagan structure in their kete.</p>	<p>are not utilised as much as others.</p> <p>Kagan structures to be introduced to support staff so they can utilise these in their small groups.</p> <p>Creation of kagan resource kits.</p>
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## Planning for next year - 2025:

### Maths

- Complete Number and Algebra flipped learning library and kaiako start using a flipped approach where it fits their maths programme.
- Evaluate the flipped learning cycle - video, workshop-activity across kura.
- Ensure flipped videos line up with the new curriculum and plan any additional videos needed.
- Ensure flipped learning being used in all maths teaching (need to finish library for this).
- Use of equipment in teaching - PLD around the importance of this and modelling around use of materials in all maths teaching.
- Sense of urgency and pace needs to be a focus for some kaiako.
- Building teacher maths knowledge will be an ongoing focus next year.
- Learning around what the teacher does in group teaching after LEGENDs have watched the video - how is this time used to reinforce or extend learning?
- Increase the range of Kagan structures used to promote maths learning and discussion - increase use in group teaching, as well as whole-class.

### Aotearoa Histories

- Begin 'Te Whare Tapu o te Ngākau Māori' as a full school read
- Deepen learning experiences through Pūrakau and local history
- Visit to Wellington to look at the vaults at Te Papa, walking tour based on Kupe and to see Te Tiriti o Waitangi at archives New Zealand.
- Localised curriculum that has strong progressions.
- Staff to visit Waitangi grounds, Kupe's Footprints and Kororareka.

- Marae trip for year 3 and 4 team

### **Kagan Structures through PB4L Tier 1**

- Complete videos of all teachers/classes using Kagan for flipped learning library and give feedback.
- Collect staff and student voice about the use of Kagan.
- Team leaders revise all the common structures used in the younger teams early in the year and then introduce new structures weekly until the full kete is being used.
- Ensure Kagan is evident in planning across kura.
- Staff hui to have kagan structures modelled that are not utilised as much as others. Kagan structures to be introduced to support staff so they can utilise these in their small groups.
- Creation of kagan resource kits.