Analysis of Variance 2022 - Bayview School

For the 2022 school year Bayview School had three targets:

Target Area	Target
Hauora	All learners will have a shared language around their learning including assessment capability, character strengths and values so they can better access educational opportunities.
Mathematics	Year 2 learners will show accelerated learning in mathematics as part of the Maths No Problem programme.
Reading	All learners will have accelerated learning in reading to ensure they return to at or above the expected level since the covid disruptions.

The analysis for these targets is below.

Hauora

School Name:	Bayview School	School Number:	1222

Strategic Aim:	**Our vision - Kahui Ako** Every school community (staff, students and whanau) is supported in developing a range of tools and strategies to help individuals feel safe, connected, valued and resilient. This will encompass all aspects of Hauora (mental and emotional health, family health, physical health and spiritual health) for all to flourish and lead a purposeful life.
Target:	All learners will have a shared language around their learning including assessment capability, character strengths and values so they can better access educational opportunities.
Baseline Data:	NZCER Survey Data 2022 NZCER Survey Data 2022 findings and target areas Staff Wellbeing Survey 2022 Kahui Ako progress aspirations 2020-2022

Actions	Outcomes	Reasons for the variance	Evaluation

What did we intend to do?	What happened?	Why did it happen?	Where to next?
●NZCER survey in term 2 ●Follow up survey (based on NZCER questions that were target areas) in term 4 ●Staff wellbeing survey ●Bayview whānau map meetings ●Range of different meetings (FSM, PLG, Level group) when there was a need (PC4L related issues or resources) ●Focus on the character strengths, We CARE values, and dispositions and continued to add examples and resources to the shared Bayview Kete site ●Weekly wellbeing and PC4L messages to staff with resources and areas to focus on ●Worked alongside Jo Robson to introduce and further develop Bayview Schools new vision and local curriculum with staff to implement. ●Reintroduction of the 5 point scale and implementing this behaviour check in system into classes.	●Students became familiar with the language and began to use it independently. ●Collaborative culture was established more quickly within the class and within the staff. ●Students had a better understanding of the character strengths through reflection and discussions. ●Throughout the year, students became more confident to verbalise their own thinking, due to discussions around bravery and other strengths/positive attitudes. ●Support staff knew what the weekly focus was which allowed for continuity of teaching/ modelling when moving into other rooms. ●More students having confidence in sharing their learning/next steps with their whānau at feedback meetings (rather than being teacher driven). ●Students became more familiar with their emotions and feelings due to the implementation of the 5 point scale. ●There was alignment between the weekly focus, resources, token boxes, WOF and the PC4L data/gaps to focus on.	●Focus on planning and explicitly targeting gaps. ●Getting the children to notice, recognise, and celebrate when other children have displayed the character strengths. ●The values, character strength and learner qualities were lived and breathed throughout the school and became shared language. ●Deliberate acts of teaching within classes. ●Teachers and classes followed along with the weekly PC4L focusses and resources. ●Language was explored explicitly so children had the understanding of what was expected.	●Continuation of explicit teaching to gain understanding of the school We CARE values, character strengths and learner qualities so there is a shared language across the year levels. ●Diving back into the visible learner qualities and focussing on assessment capable learners and students showing pride in their learning and taking ownership. ●Aligning the values, character strengths, qualities together and seeing if any other well;being models fit in with this too (Mana Model or Te Whare Tapa Wha Model) ●Liaise with induction RUHA to introduce new parents/whānau and staff to the values, character strengths and learner qualities. ●Beginning our school Mitey Journey in term 2 and organising staff PD throughout the year.

Planning for 2023:

In 2023, we will continue to embed our school values, dispositions and character strengths into classrooms. We are also beginning our partnership with Sir John Kirwans Mitey Foundation (wellbeing programme) which will align with our wellbeing and PC4L resources and systems that we have in place already but will add more structure and resources for teaching wellbeing to students. This programme may also help to identify target groups or cohorts/year levels to focus on in the coming terms and years. We have also begun Ready 4 Learning which is a framework designed to support early learners (identified year 0/1 year group as targets) and give them the foundation skills they need to be successful with their learning journey when starting school. It helps create a solid foundation to ensure learners are ready to begin reading and have all the prerequisite skills. We will hopefully see this programme minimise barriers for students and their learning which can affect their wellbeing.

Mathematics

School Name:	Bayview School	School Number:	1222

Target:	Year 2 learners will show accelerated learning in mathematics as part of the Maths No Problem programme.						
Baseline Data:		Below		At		Above	
	Y1	18	23%	51	66%	8	10%
	Y2	35	58%	21	35%	4	7%

Y3	29	39%	41	55%	4	5%
Y4	28	43%	25	38%	12	18%
Y5	29	47%	20	32%	13	21%
Y6	19	38%	24	48%	7	14%

Actions *What did we intend to do?*	Outcomes *What happened?*	Reasons for the variance *Why did it happen?*	Evaluation *Where to next?*
● Students who are below will be identified and targeted through teacher supporting and possible teacher aid time. Year levels will also have an action plan put in place to support these learners. ● Maori students will have priority in the target groups. ● Whole school math focus is to develop what an effective maths programme will look like at Bayview School. ● All teachers will have an effective maths programme in place and will be following this and teaching to the gaps. ● 10 week trial of 'Maths Whizz' will happen to see if it fits in with our effective teaching programme and if it will help to accelerate progress. ● Year 2s are our target group and assessing in 'Maths No problem' and effective teaching is accelerating progress in maths.	**Beginning of 2022** Boys = 67% Girls = 50% Pacifica = 46% Maori = 52% **End of year** Boys= 80% Girls= 71% Pacifica = 59% were at or above Maori = 66% were at or above 76% Yr0 are at or above Yr 1 - 89% are at or above Yr 2 - 58% were at or above Year 3 - 93% were at or above (Big shift in problem solving skills as MNP is very problem solving based.) Year 4 - 68% were at or above Year 5 64% were at or above Year 6 - 81% at or above	● Quality and time we were giving to maths increased massively. ● Teacher confidence through following a structured programme. ● Ensuring all areas were covered through a structured programme. ● Mixed ability grouping- nobody was singled out, all doing the same thing at the same time. ● Empathy from higher ability, chance to be a teacher and help their peers. ● Presenting new ways of thinking about mathematics- there isn't only one way to solve a problem. ● We had a bigger focus on our literacy programmes so maybe did not spend as much time on creating an effective maths programme. ● Strategies that worked - Identifying individual gaps and tailoring to meet their needs. ● Strategies that worked - Focus on Place value and number sense. ● Use of resources had a positive impact. ● Growth in year 3 and 6 as they were with the same teacher twice.	● Setting up Maths no problem with the year 2-4 classes ● Setting new assessment for the year 2-4 which links to Maths no problem. ● Staff meeting on assessment so everyone is upskilled with how to assess in maths using JAM or GLOSS ● Long-term plan in maths. ● Identify target children - doc in 2023 Maths drive ● Working with year 3 and 5s as they are the targets ● What does an effective maths programme look like at Bayview school (construct together) - link to planning template. ● Alex from Maths no problem modelling lessons in class/observe ● Maths no problem teachers to observe other teachers' modelling and reflect on the gaps in year 2 and relate this to the year one teacher. ● Weekly-fortnightly emails with resources that they can use in their class based on the long-term plan and uploaded onto the Google Site. Continue engagement and motivation between ● Assessment check-in with year 2-4 end of book review ● Unpack the new curriculum with staff ● Write maths progressions for Bayview ● Analyse data at the end of the year to determine next steps ● Reflecting on the long-term plan - look at whether have we covered what the new curriculum has told us too. ● Assessment - moderate to be ready for the next teacher. ● Analysing maths no problem data and quality of assessment.

Planning for 2023:

There is a continued focus on Maths No Problem in Year 2-4 for 2023. An external facilitator is working with teachers of these age groups.
Year ones will follow the ready to learn programme.
Bayview Long term plan will be introduced, used and reflected on.
Effective Bayview maths plan will be created and used.

New Mathematics and Statistic curriculum introduced and anaylised.
Common Practice model explored.
Mathematics progressions explored.
Target focus on the year 3s and 5s.

Reading

School Name:	Bayview School		School Number:	1222

Target:	All learners will have accelerated learning in reading to ensure they return to at or above the expected level since the covid disruptions.					
Baseline Data:	**Beg 2022**	**Below**		**At**		**Above**	
	Y1	38	49%	35	45%	4	5%
	Y2	46	77%	9	15%	5	8%
	Y3	29	39%	38	51%	7	9%
	Y4	20	31%	29	45%	16	25%
	Y5	34	54%	10	16%	19	30%
	Y6	13	26%	20	40%	17	34%

Actions *What did we intend to do?*	Outcomes *What happened?*	Reasons for the variance *Why did it happen?*	Evaluation *Where to next?*
- Target children monitored with tracking sheets to clearly show progress - Consistent Bayview Way of teaching literacy across the school - Literacy FSM to share best practice and workshops based on feedback from staff - Teachers encouraged to observe best practice - Link between expectations, timetable and planning for Literacy - Range of assessment to identify needs - Needs identified and a mentor put in place to support - Teacher employed once a week to support with literacy by modelling best practice and observing literacy programmes - CRT teachers employed to support with literacy	**Year 1**: 14% increase at/above (64%) **Year 2**: 26% increase at/above (49%) **Year 3**: 22% increase at/above (82%) **Year 4**: 11% increase at/above (81%) **Year 5**: 34% increase at/above (80%) **Year 6**: 8% increase at/above (82%) *See table below*	- Target children monitored throughout the year, helped teachers to identify common gaps for explicit teaching - Onsite learning for the whole year (first time since 2020) - Collaboration between year levels - Targeted phonological awareness intervention - Timetable reflection - time better spent - Strong literacy focus within the school - led to teacher upskilling and refocusing on the	- Year 2 (2023) and Year 3 (2023) are part of our school annual learning target for 2023 *70% of Y2 learners will be at or above their expected level in reading by the end of 2023* *70% of Y3 learners will be at or above their expected level in reading by the end of 2023*

- Target children monitored with tracking sheets to clearly show progress
- Beginning, middle and end of year literacy survey to gather teacher data
- Met with Literacy leaders across the schools in our Kahui Ako to see expectations and implementation plans
- Professional development opportunities provided for people to attend in groups to support collaborative practice

base skills, literacy at the forefront of teachers thoughts

Outcomes
What happened?

	Below		At		Above		Total
	No	%	No	%	No	%	No
Y0	20	57%	12	34%	3	9%	35
Y1	30	36%	34	40%	20	24%	84
Y2	34	51%	22	33%	11	16%	67
Y3	14	19%	29	39%	32	43%	75
Y4	13	18%	28	39%	30	42%	71
Y5	13	20%	23	35%	29	45%	65
Y6	9	17%	9	17%	34	65%	52
Total	133	30%	157	35%	159	35%	449

Planning for 2023:

In 2023 there is a continued focus on literacy, within both reading and writing. The year 0/1 cohort are implementing the Ready 4 Learning framework to help create a solid foundation to ensure learners are ready to begin reading and have all the prerequisite skills. Within the year 2-3 cohort, teachers will be using the iDeaL platform to upskill around structured literacy. This will help both teachers and learners gain a better understanding and knowledge of a systematic approach to reading. There will continue to be regular professional meetings within the whole school and year levels to identify and address gaps for teachers and learners. In years 4, 5 and 6 there will be extra tailored professional development around writing and how to use assessment to meet the individual needs of students.