

Analysis of Variance Reporting



School Name:	Nelson Intermediate School Te Pītau Whakarei - Māori Medium Education	School Number:	
Strategic Aim:	<p><i>Ākonga will have a complete sense of mauri ora where their wellbeing is nurtured, strengthened & able to flourish</i></p> <p><i>Develop a student centred, innovative teaching & learning pedagogy where ākonga are supported to be adaptive & creative thinkers</i></p> <p><i>Ākonga are strong in their culture, identity & sense of belonging enabling them to thrive as bicultural citizens of Aotearoa</i></p>		
Annual Aim:	<p>1.1 To enact conditions that uplift mauri ora across our kura with staff, ākonga & whānau.</p> <p>1.2 To monitor & reinforce our PB4L framework across the kura, through the development of our cultural narrative.</p> <p>1.3 Continue to develop & expand ākonga leadership, agency & capability.</p> <p>1.4 Using the Rongohia te Hau survey to review the culture of our kura for kaimahi & ākonga.</p> <p>2.1 Support the professional growth of kaiako to improve teaching & learning</p> <p>2.2 Continue to consolidate a relevant, authentic, innovative, local curriculum throughout the kura.</p> <p>2.3 Provide PLD for the new curriculum Social Sciences and Aoteroa NZ Histories.</p> <p>3.1 Continue to consolidate our understanding & application of the principles of Cultural Relationships for Responsive Pedagogy.</p> <p>3.2 Continue to consolidate our kura-wide understanding & practices based on the principles of Treaty of Waitangi. Identify our principles through Ka Hikitia, Pasifika Education Plan & Tātaiako practice criteria.</p> <p>3.3 Review & build upon learning connections with parents, family & whānau to support their children's achievement.</p>		
Target:	Display high impact teaching strategies & formative assessment in order to ensure accelerated progress for all ākonga.		

Tātaritanga raraunga

Baseline Data:

Te Reo Māori - a combination of ability in Kōrero, Pānui and Tuhituhi

Level	Te Reo Beg	Te Reo End
1	68%	46%
2	28%	48%
3	2%	4%
4	2%	2%

Māori medium Progress in Te Reo Māori

Te Reo	Cohort	Female	Male	Year 7	Year 8
No progress %	9	4	11	0	18
Expected progress %	87	89	89	96	73
Accelerated %	4	7	0	4	9

Tātaritanga raraunga

Actions <i>What did we do for Te Reo Māori?</i>	Outcomes <i>What happened for Te Reo Māori?</i>	Reasons for the variance <i>Why did it happen for Te Reo Māori?</i>	Evaluation <i>Where to next for Te Reo Māori?</i>
<ul style="list-style-type: none"> -PLD facilitator was a regular support to the kaiako and ākonga, provided through a PLD journal, aimed to lift the levels of Te Reo Māori. This was the kaiako Professional growth cycle inquiry -Introduction of new Te Reo Māori teaching resources and PLD around using them - The majority of the class was involved in a National Kapa Haka campaign, which lifted the confidence, skills and attitudes of some of the ākonga -decreased class sizes by creating three working cohorts with 1 kaiako for each cohort -Increased amount of whānau and community/iwi contact and collaboration due to Kapa Haka Nationals -Regular assessments and Tairongo used to ascertain where the ākonga were working and their next steps. The 	<ul style="list-style-type: none"> -87% of our ākonga made expected progress in Te Reo Māori and 4% made accelerated progress - 4 Year 8 ākonga did not make expected process but made progress within sub levels -Having 3 smaller working groups eliminated so much need for transition for learning, meaning more time learning 	<ul style="list-style-type: none"> -Increased kaiako and ākonga capability -We are mindful that the ākonga come with varying abilities in kōrero. Within this also, there are different abilities for listening, understanding and speaking Te Reo Māori -There are varying levels of Te Reo Māori spoken in the home -The kaiako level of Te Reo attainment also has an impact on this data and could possibly contribute to the lack of significant movement in Te Reo Māori for the ākonga who are working within Level 3 and 4 -The ākonga have come from different contributing schools, with varying levels of instruction in Te Reo Māori - We have a number of external influences impacting on the wellbeing of some of our ākonga and whānau, which can influence the ability to engage 	<ul style="list-style-type: none"> -Look at attending a Kura Reo iwi event as a TPW teaching team - Continue to work with our allocated PLD provider - Fiona Matapo - Targeted learning groups for Reo-ā-waha and Te Reo Mataini - Invest in the 2024 regional Kapa Haka campaign - Increase whānau and iwi collaboration - Employment of a Kaiarahi i te reo in our akomanga - Monitor attendance carefully - Continue to regularly work with supports - LSC, RTLB etc... - Use the Māori medium funding to enforce learning progress for ākonga

Tātaritanga raraunga

<p>assessment results we acquired varied from the transitioning data, therefore we aligned the baseline data with what we had gathered. This was significantly lower</p> <p>-Improved our systems for assessment and reporting using the 'He Tamaiti Hei Raukura' framework, aligning more closely with the philosophies within Māori Medium Education.</p> <p>-New kaiako employed - Fluent in Te Reo Māori and from local iwi</p>		<p>in the learning within the classroom</p> <p>-The attendance of one of our kaiako was very disrupted and irregular</p> <p>- We have 2 ORRS funded ākonga and one ICS</p> <p>- Kaiako dealing with a large amount of behaviour management</p>	<p>- Continue the mahi that was started to strengthen Māori Medium education across the Kāhui Ako</p> <p>- LSC screening for dyslexia for some ākonga</p> <p>- Support RTLB when applying for assistive technology for some ākonga</p>
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Tātaritanga raraunga

Pānui - English

Level	Pānui Beg	Pānui End
1	6%	4%
2	20%	8%
3	53%	42%
4	21%	41%
5		5%

Māori medium Progress in Reading - English

Pānui	Cohort	Female	Male	Year 7	Year 8
No progress %	11	7	16	16	5
Expected progress %	89	93	84	84	95
Accelerated %	0	0	0	0	0

Actions <i>What did we do for Pānui (English)?</i>	Outcomes <i>What happened Pānui (English)?</i>	Reasons for the variance <i>Why did it happen Pānui (English)?</i>	Evaluation <i>Where to next Pānui (English)?</i>
<ul style="list-style-type: none"> -School wide PLD from the MOE for Literacy -decreased class sizes by creating three working cohorts with 1 kaiako each -introduction of new digital technology initiatives, the introduction of 'real time' individual ākonga learner profiles - google sites -Increased amount of whānau and community contact and collaboration due to Kapa Haka Nationals -Regular assessments and Tairongo used to ascertain where the ākonga were working and their next steps -Improved our systems for assessment and reporting using the 'He Tamaiti Hei Raukura' framework, aligning more closely with the philosophies within Māori Medium Education. -Daily guided reading 	<ul style="list-style-type: none"> -89% of our ākonga made expected progress in Reading English - Of the 5 ākonga reported as not making progress, each ākonga made progress within sub levels -Smaller class sizes eliminated so much need for transition for learning, meaning more time learning -Added to our teaching and learning by targeting ākonga and parts of learning and developing clear next steps - We worked closely with RTLB for targeting those in need 	<ul style="list-style-type: none"> -All of the kaiako in Te Pītau Whakarei were new in 2023, therefore the transitioning data was not gathered by them. The baseline data may not have aligned correctly with were the ākonga were working within the curriculum levels according to these new kaiako -Increased kaiako and ākonga capability - We have a number of external influences impacting on the wellbeing of some of our ākonga and whānau, which can influence the ability to engage in the learning within the classroom -The attendance of one of our kaiako was very disrupted and irregular - Kaiako dealing with a large amount of behaviour management 	<ul style="list-style-type: none"> - Targeted learning groups for Reading in English - Increase whānau and iwi collaboration - Monitor attendance carefully - Continue to regularly work with supports - LSC, RTLB etc... - Use the Māori medium funding to enforce learning progress for ākonga - Take up the school wide LSC initiative targeting year 8 readers who are operating within early level 3 for reading in English - LSC screening for dyslexia for some ākonga - Support RTLB when applying for assistive technology - 1 hour a day of reading instruction - Carry out careful and quick assessments to make sure we have accurate baseline data

Tātaritanga raraunga

Tuhituhi - English

Level	Tuhituhi Beg	Tuhituhi End
1	4%	4%
2	15%	16%
3	62%	51%
4	19%	29%
5		

Māori medium Progress in Tuhituhi - English

Tuhituhi	Cohort	Female	Male	Year 7	Year 8
No progress %	49	48	53	72	20
Expected progress %	51	52	47	28	80
Accelerated %	0	0	0	0	0

Tātaritanga raraunga

Actions <i>What did we do for Tuhituhi (English)?</i>	Outcomes <i>What happened Tuhituhi (English)?</i>	Reasons for the variance <i>Why did it happen Tuhituhi (English)?</i>	Evaluation <i>Where to next Tuhituhi (English)?</i>
<p>-School wide PLD from the MOE for Literacy</p> <p>-decreased class sizes by creating three working cohorts with 1 kaiako each</p> <p>-introduction of new digital technology initiatives, the introduction of 'real time' individual ākonga learner profiles - google sites</p> <p>-Increased amount of whānau and community contact and collaboration due to Kapa Haka Nationals</p> <p>-Regular assessments and Tairongo used to ascertain where the ākonga were working and their next steps</p> <p>-Improved our systems for assessment and reporting using the 'He Tamaiti Hei Raukura' framework, aligning more closely with the philosophies within Māori Medium Education.</p>	<p>-51% of our ākonga made expected progress in Tuhituhi English</p> <p>- 49% made no progress</p> <p>- Many ākoinga made progress within sub levels</p> <p>-Smaller class sizes eliminated so much need for transition for learning, meaning more time learning</p> <p>-Added to our teaching and learning by targeting ākonga and parts of learning and developing clear next steps</p> <p>- We worked closely with RTLB for targeting those in need</p>	<p>-All of the kaiako in Te Pītau Whakarei were new in 2023, therefore the transitioning data was not gathered by them. The baseline data may not have aligned correctly with were the ākonga were working within the curriculum levels according to these new kaiako</p> <p>-Increased kaiako and ākonga capability</p> <p>- There was in depth assessment carried out for other curriculum areas to ascertain accurate baseline data. This was not the case for Tuhituhi due to time restraints and not having school wide writing moderation until later in the year. The baseline data was used from contributing schools and from the transitioning kaiako. This has contributed to the supposed lack of progress for the ākonga, as we feel the results were over inflated and have tried to be honest and accurate in our reporting</p>	<p>- Increase whānu and iwi collaboration</p> <p>- Monitor attendance carefully</p> <p>- Continue to regularly work with supports - LSC, RTLB etc...</p> <p>- Use the Māori medium funding to enforce learning progress for ākonga</p> <p>- Take up the school wide LSC initiative targeting year 8 readers who are operating within early level 3 for reading in English as this will support writing achievement</p> <p>- LSC screening for dyslexia for some ākonga</p> <p>- Support RTLB when applying for assistive technology</p> <p>- 1 hour a day of tuhituhi instruction</p>

Tātaritanga raraunga

-Daily writing		<ul style="list-style-type: none"> - We have a number of external influences impacting on the wellbeing of some of our ākonga and whānau, which can influence the ability to engage in the learning within the classroom -The attendance of one of our kaiako was very disrupted and irregular - Kaiako dealing with a large amount of behaviour management 	<ul style="list-style-type: none"> - Carry out careful assessments to make sure we have accurate baseline data
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Tātaritanga raraunga

Pāngarau - English

Level	Tuhituhi Beg	Tuhituhi End
1	4%	4%
2	15%	16%
3	62%	51%
4	19%	29%
5		

Māori medium Progress in Pāngarau - English

Pāngarau	Cohort	Female	Male	Year 7	Year 8
No progress %	28	15	11	8	19
Expected progress %	60	81	89	92	76
Accelerated %	1	4	0	0	5

Tātaritanga raraunga

Actions <i>What did we do for Pāngarau (English)?</i>	Outcomes <i>What happened Pāngarau (English)?</i>	Reasons for the variance <i>Why did it happen Pāngarau (English)?</i>	Evaluation <i>Where to next Pāngarau (English)?</i>
<ul style="list-style-type: none"> - Daily experiences in Pāngarau - Basic facts practice -Mahi was planned by a kaiako who excels in this area -decreased class sizes by creating three working cohorts with 1 kaiako each -Increased amount of whānau and community contact and collaboration due to Kapa Haka Nationals -Regular assessments and Tairongo used to ascertain where the ākonga were working and their next steps -Improved our systems for assessment and reporting using the 'He Tamaiti Hei Raukura' framework, aligning more closely with the philosophies within Māori Medium Education. 	<ul style="list-style-type: none"> -60% of our ākonga made expected progress in Pāngarau - 28% made progress within sub levels -Smaller class sizes eliminated so much need for transition for learning, meaning more time learning -Added to our teaching and learning by targeting ākonga and parts of learning and developing clear next steps - We worked closely with RTLB for targeting those in need 	<ul style="list-style-type: none"> -All of the kaiako in Te Pītau Whakarei were new in 2023, therefore the transitioning data was not gathered by them. The baseline data may not have aligned correctly with were the ākonga were working within the curriculum levels according to these new kaiako -Increased kaiako and ākonga capability - We have a number of external influences impacting on the wellbeing of some of our ākonga and whānau, which can influence the ability to engage in the learning within the classroom -The attendance of one of our kaiako was very disrupted and irregular 	<ul style="list-style-type: none"> - Incorporate the use of Pr1me maths as an inquiry - Increase whānu and iwi collaboration - Monitor attendance carefully - Continue to regularly work with supports - LSC, RTLB etc... - Use the Māori medium funding to enforce learning progress for ākonga - 1 hour a day of Pāngarau instruction - Carry out careful assessments to make sure we have accurate baseline data - Carry out careful assessments to make sure we have accurate baseline data

Tātaritanga raraunga

Planning for next year:

- Create a clear termly overview of learning and how we will incorporate a Te Ao Māori focus
- Kaiako have created a whānau portal for learning at home - google sites
- Deliver PLD that meets the needs of staff:
- Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support
- Invest in PLD centering on Culturally Responsive Pedagogy, Mana ōrite mō te mātauranga Māori, Common practice model
- Continue to develop the strategic direction of Māori Medium at Nelson Intermediate School