MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

Analysis of Variance Reporting

School Name:	Hampden Street School	School Number:	3193

Strategic Aim:	Strategic Aim 1: To increase the mauri ora of our students and staff
Annual Aim:	To implement the concept of mauri ora across our school in terms of staff, student and whānau learning.
Target:	2020 Target: All Māori students identify that their teacher regularly talks to them about their learning as shown in Rongohia te Hau data
Baseline Data:	In 2018 we collected data from student, teacher and whānau around student engagement and perceptions of achievement in our school and across our Kāhui Ako using the Rongohia te Hau tool. This data provided us with insights into how our students, and in particular our Māori students and their whanau view their place in our kura. The question around teachers discussing students achievement/ results with them showed that within the Kāhui nearly 30% of Māori students didn't feel they discussed their results with their teachers. Within Hampden Street School 22% students felt the same way. We felt this was unacceptable and we have been working with other Kāhui school and Waikato University on ways we could address this.

MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

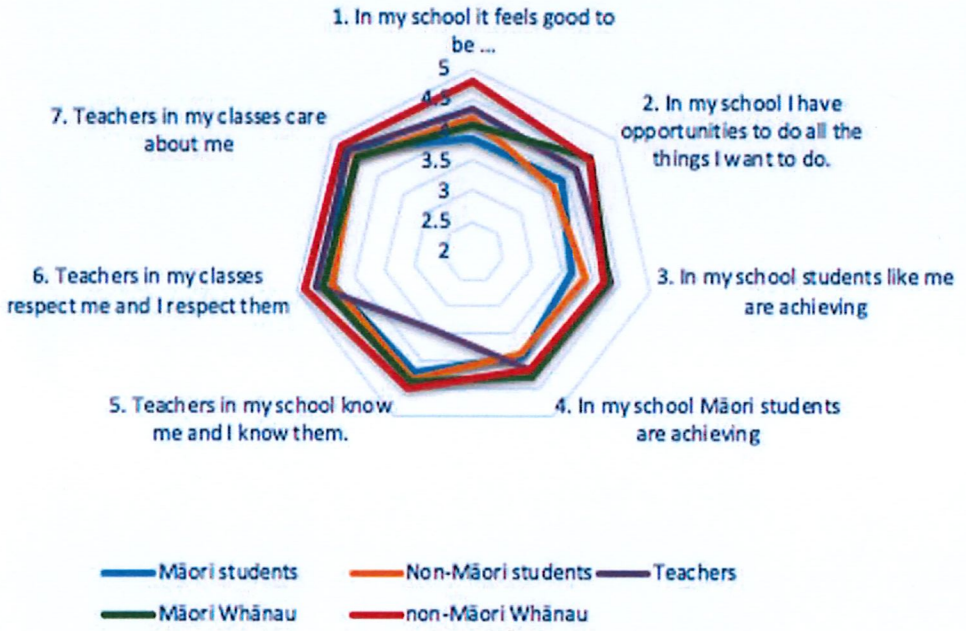
Analysis of Variance Reporting

Actions *What did we do?*	Outcomes *What happened?*	Reasons for the variance *Why did it happen?*	Evaluation *Where to next?*
16 staff members have been through some sort of training with shadow coaching coaching through Poutama Pounamuand understanding the six principles that feed into mauri ora. These staff members have been actively involved in observation cycles and some were also engaged in forming an aspirational classroom continuum for Rongohia te Hau walkthroughs. This has led to a change of thinking about what good classroom practice looks like and who suggests work ons for teachers. The ownership and discussion using this tool is rich. We can see the benefit of shadow coaching and how this aligns with the new professional growth cycle, but need to continue to hold discussions and unpack the principles and what they mean for our practice.	Just under 90% of Māori students answered that their teacher mostly or always talks to them about their results so they can do better. About 8% of Māori students answered that their teacher never talks to them about their results so they can do better.	We have done a lot of work over the past two years around culturally responsive and inclusive practice. These results show us that we have made progress and although we still have work to do we are on track.	Establish a cycle to support shadow coaching and to ensure it is sustainable. We would aim to have all staff using the shadow coaching model. This allows them to reflect on their culturally responsive practice with the support of a critical friend. Embed the 6 principles into our critical consciousness. Our schools pedagogical framework has been based on the OCED's 7 principles of learning. In 2021 we will move away from this and move to the 6 principles of Maui Ora as our pedagogical base. This is more relevant to our kura and ākonga.

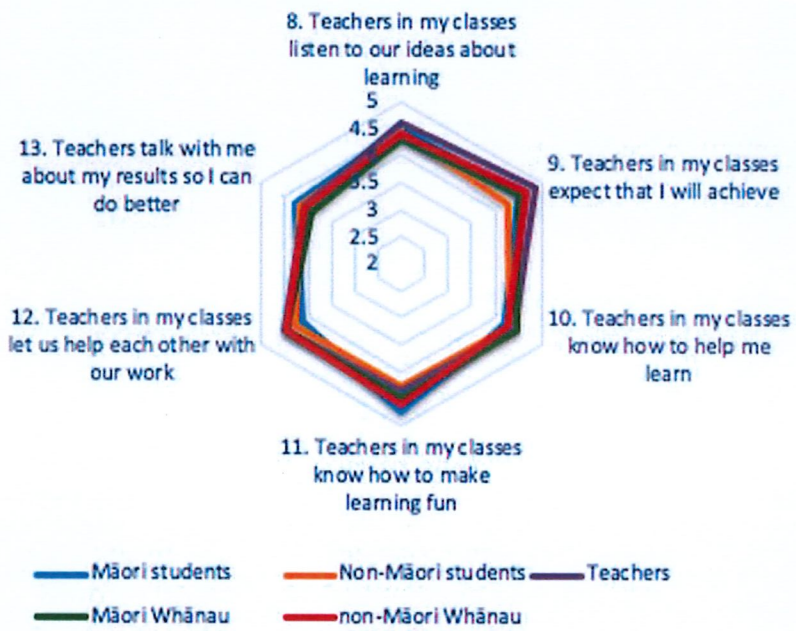
Planning for next year:

The board has added provision in professional development for teachers to access shadow coaching. They have also continued with support for the DIMC programme to continue in mathematics as this highlights the importance of culturally responsive practice.
With Kāhui Ako we will continue to engage with Waikato University's Poutamu Pounamu team for provision of staff development in cultural relationships for responsive pedagogy, including shadow coaching.

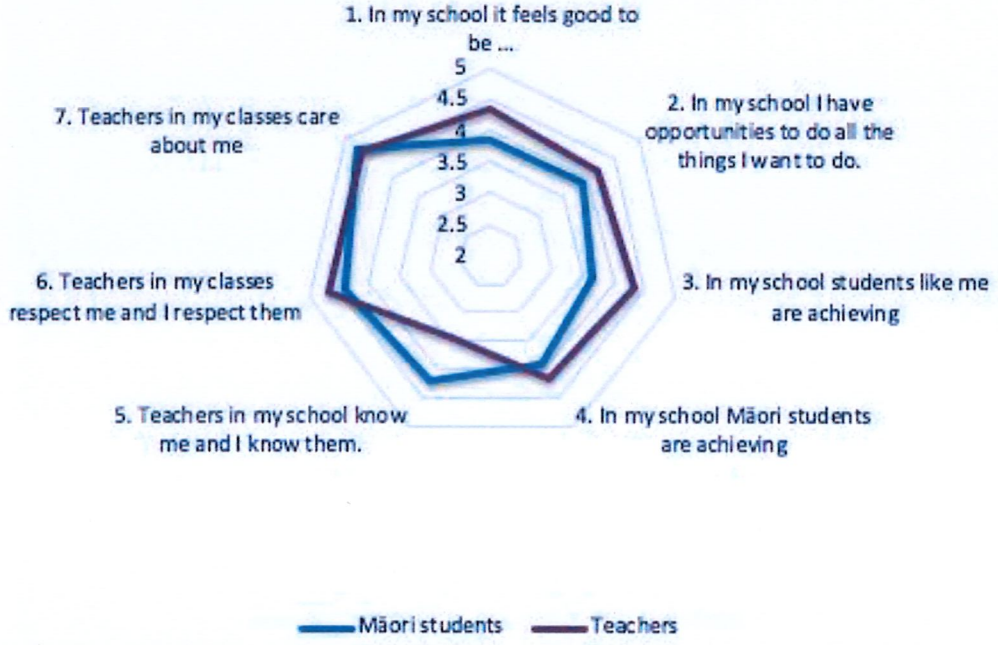
Mean Ratings for relational items



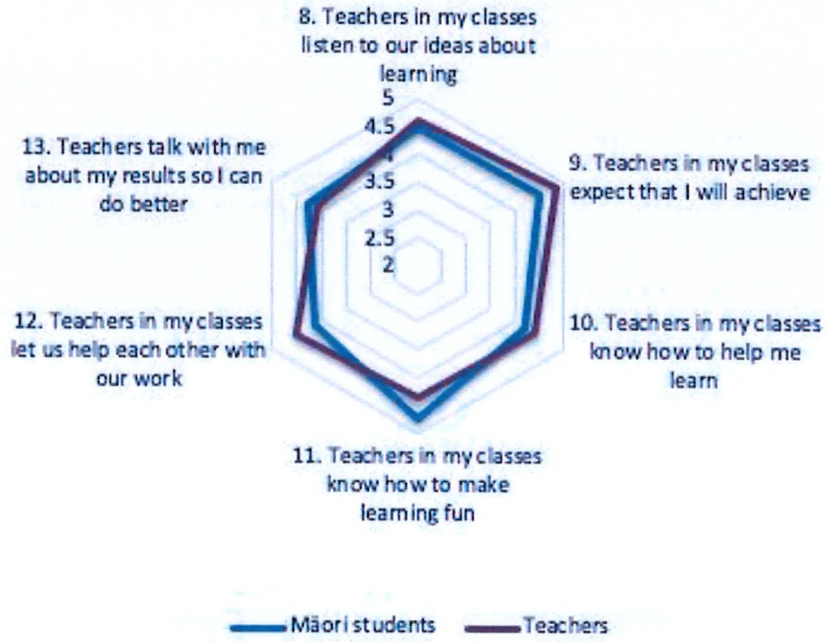
Mean Ratings for pedagogical items



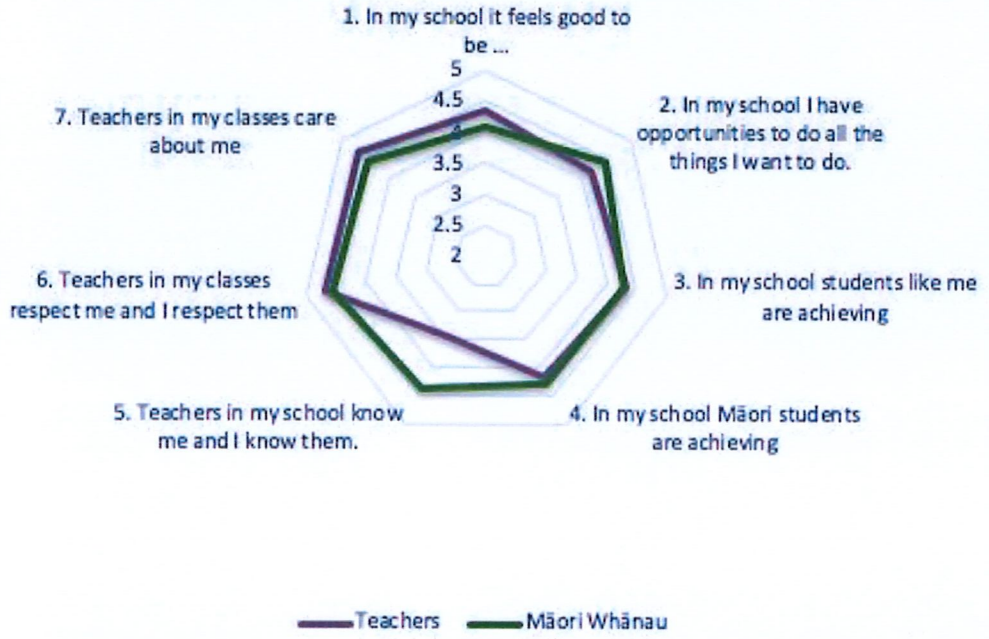
Mean Ratings for relational items



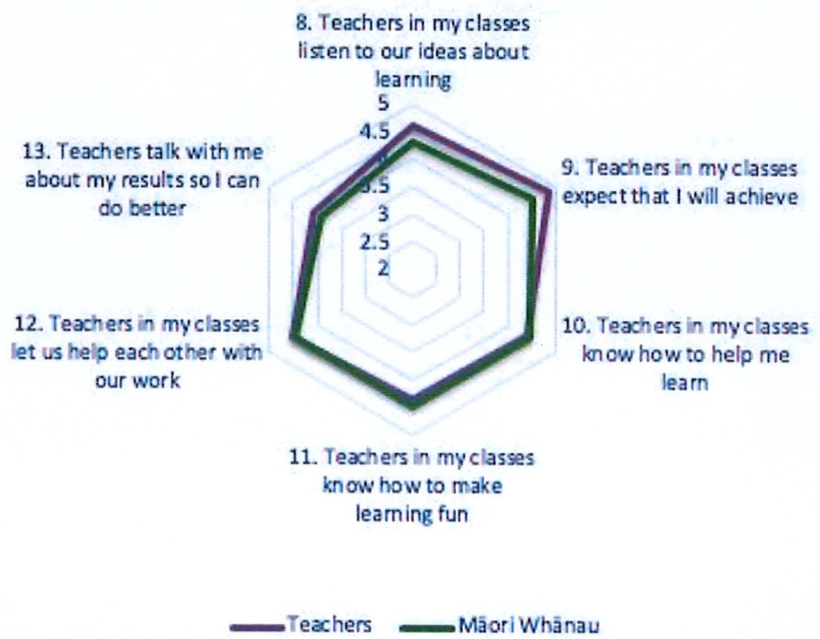
Mean Ratings for pedagogical items



Mean Ratings for relational items



Mean Ratings for pedagogical items



Strategic Aim:	Strategic Aim 1: To increase the mauri ora of our students and staff
Annual Aim:	Implement a PB4L framework unique to HSS
Target:	Reduce boys behaviour incidents in the year 0-1 area by 50% in 2020. With a goal to reduce by 90% in 2021.
Baseline Data:	We have been collecting data on student behaviour as part of our PB4L programme since 2019. This data has highlighted to us that our boys are overrepresented in our records of inappropriate behaviour and in particular we noticed our Year 0-1 boys were particularly noticeable in the data. Of the 94 behaviour incidents that occurred in the Year 0/1 area, 75 (80%) of them were boys. This is disappointing, particularly because of the very young age of these students. We need to look at our practice consider what we are doing to engage and include our boys.

MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

Analysis of Variance Reporting

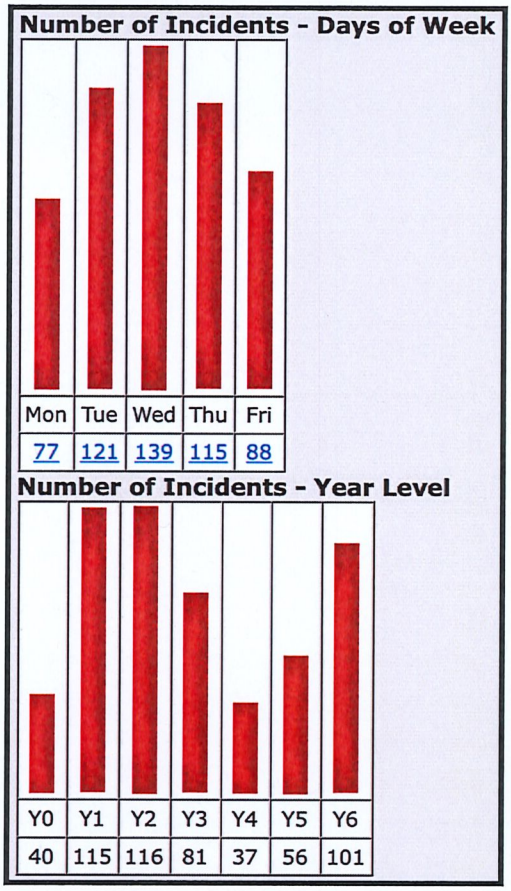
Actions *What did we do?*	Outcomes *What happened?*	Reasons for the variance *Why did it happen?*	Evaluation *Where to next?*
PB4L has continued to have a positive impact on the school in 2020. It has brought the STARS values to the forefront of learning and behaviour throughout the school. Weekly behaviour videos on expectations from our Behaviour Matrix have engaged the students and provided consistency across the classes. Midyear we introduced our 'STARS tokens.' These have allowed us to reward in a fast and frequent way those students demonstrating our STARS values both in class and in the playground. The PB4L team have worked well together and been well led by both Noel and Dean, who have continued to attend termly PD with other schools working through the PB4L framework.	Unfortunately the results were similar to 2019, with what was a Year 0-1 issue has now become a Year 1-2 issue. This does suggest this a challenging cohort. • The majority of incidents are caused by boys (86% 2019= 84%) • The Year 2 cohort has the highest number of incidents (21%) closely followed by the Year 1 (21%).	We are still very much in an implementation phase of PB4L, however the framework is allowing us to be in a place to support our tamariki and in particular these young boys. PB4L is only part of the picture as we also feel that class practice needs to be engaging and welcoming. The establishment of play-based learning in our Junior area provided a better transition for ākonga to school, particularly some of our boys who are not ready for formal learning when the arrive at school.	• Implement a new key document - 'The Behaviour flowchart.' This provides a clear structure on how to consistently deal with minor/major incidents. • Review and modify our acknowledgement system to ensure our rewards appeal to students • Continue to use behaviour data to guide decisions within the school • Ensure new staff members are familiar with PB4L systems and structures within the school. • Build capacity of PB4L team to create sustainability of the framework.

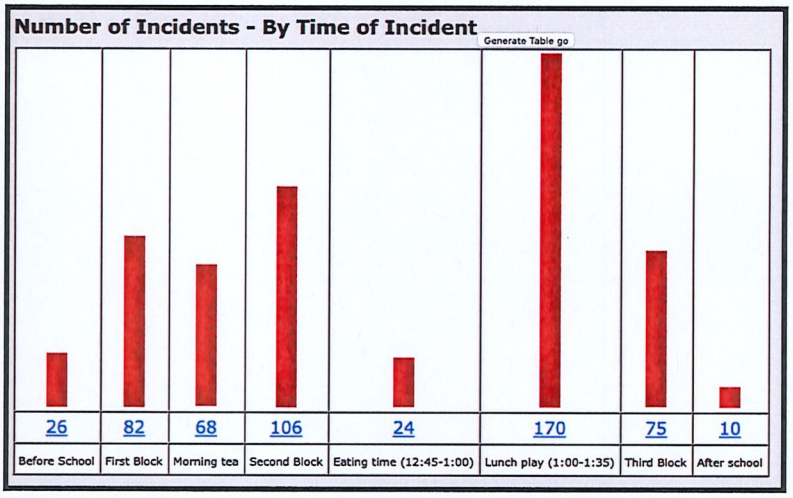
Planning for next year:

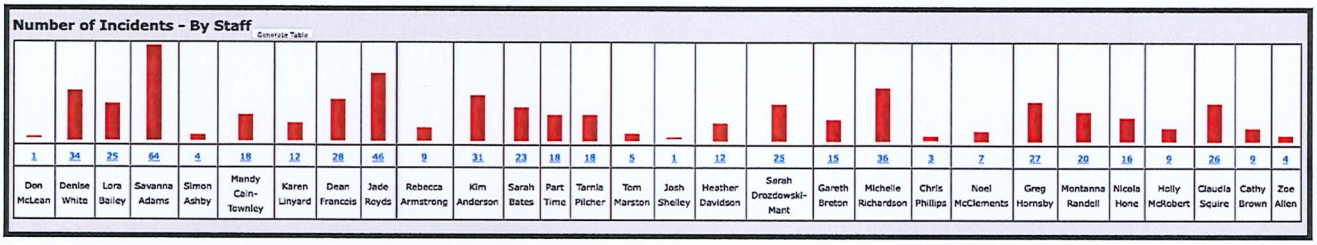
The two key areas of focus for PB4L as we move into our third year of the programme is to review and modify our acknowledgement system to ensure it caters to all students and ensure HSS PB4L framework is sustainable moving forward. We will implement programmes to further support our Junior boys. The opening of the scooter track will provide another outlet for boys.

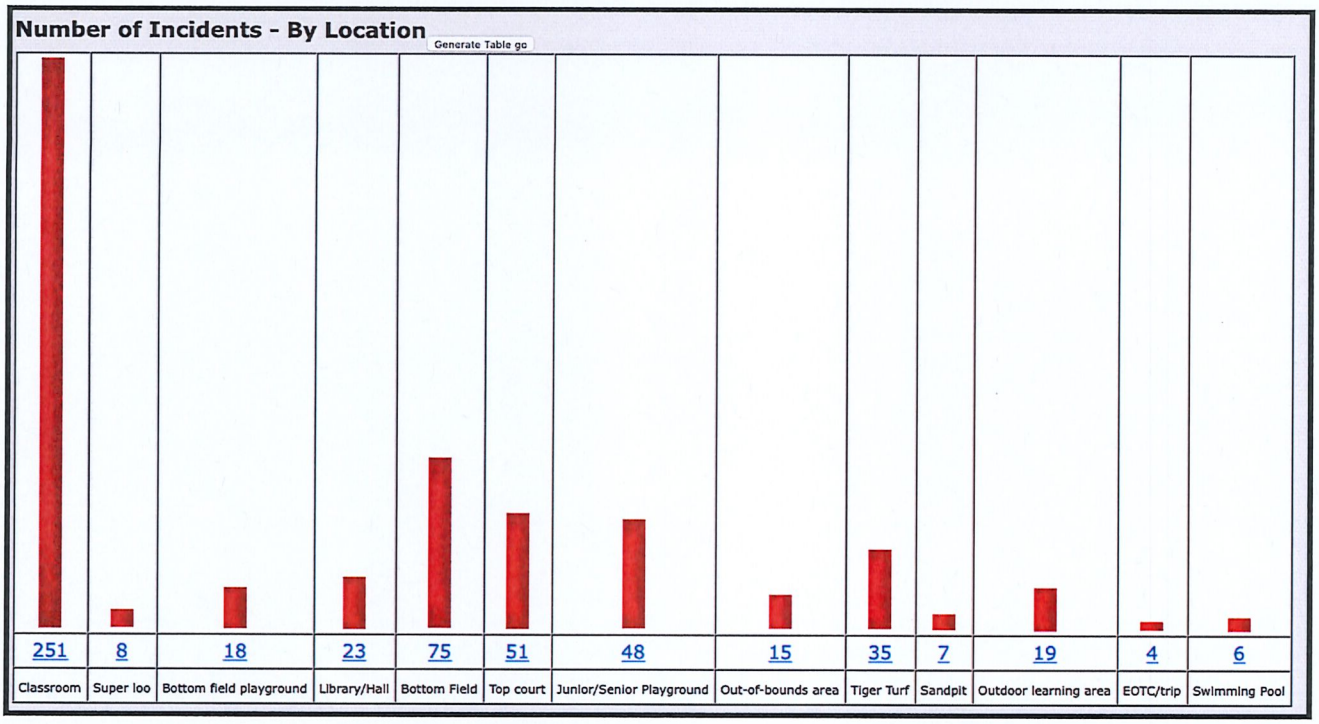
Summary of data

- The majority of incidents are caused by boys (86% 2019= 84%)
- The Year 2 cohort has the highest number of incidents (21%) closely followed by the Year 1 (21%) and Year 6 (18%). The lowest number of incidents recorded was from the Year 4 cohort (7%). These results are identical to last year where these same cohorts were a year younger.
- There is variation in the days that incidents occur. Just over 25% of incidents occur on a Wednesday compared to only 14% and 16% respectively on a Monday and Friday.
- 46% (2019= 45%) of the incidents recorded took place in the classroom, with 48% (2019= 42%) occurring during learning times.
- 32% (2019= 51%) of the incidents involved some level of physical conflict.
- The five most common problem behaviours recorder were:
  1. Physical (minor) = 107 (20%)
  2. Refusing to follow instructions = 71 (13%)
  3. Defiance = 65 (12%)
  4. Inappropriate language = 64 (12%)
  5. Theft/Vandalism = 51 (9%)









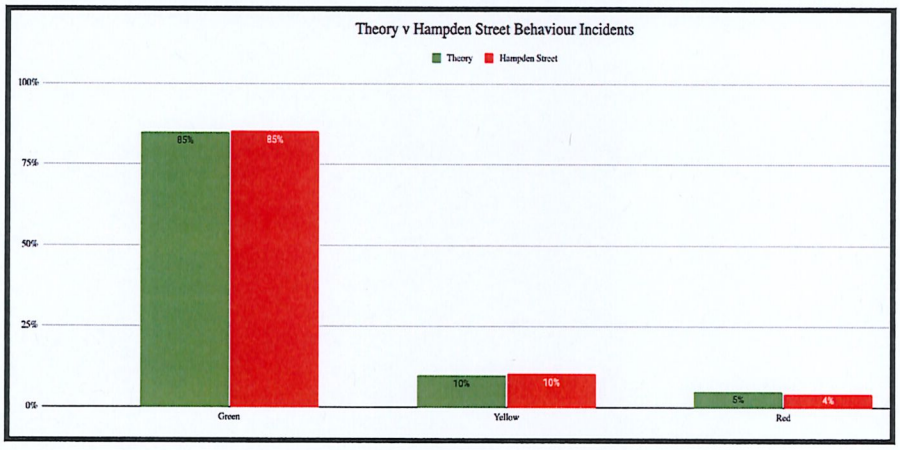
ANALYSING THE DATA

The majority of PB4L incidents that have occurred this year at Hampden Street School have been committed by a small percentage of the children at school. The 21 children with more than 6 incidents are responsible for 334 of the total 546 incidents (61%) recorded this year. These 21 consist of:

- 20 male and 2 female
- 11 Juniors, 5 Middle and 5 Senior students
- 16 NZ European, 3 NZ Maori, 1 Latin American and 1 Other ethnicities

NUMBER OF CHILDREN'S INCIDENTS			
NUMBER OF INCIDENTS	**0-1**	**2-5**	**6+**
Number of children	427	52	21
% of children	85%	10%	4%

The graph below shows how HSS compares to other typical PB4L schools. Although we have seen a large increase in the number of recorded incidents this year, it is still nearly identical with most other typical PB4L schools



KEY

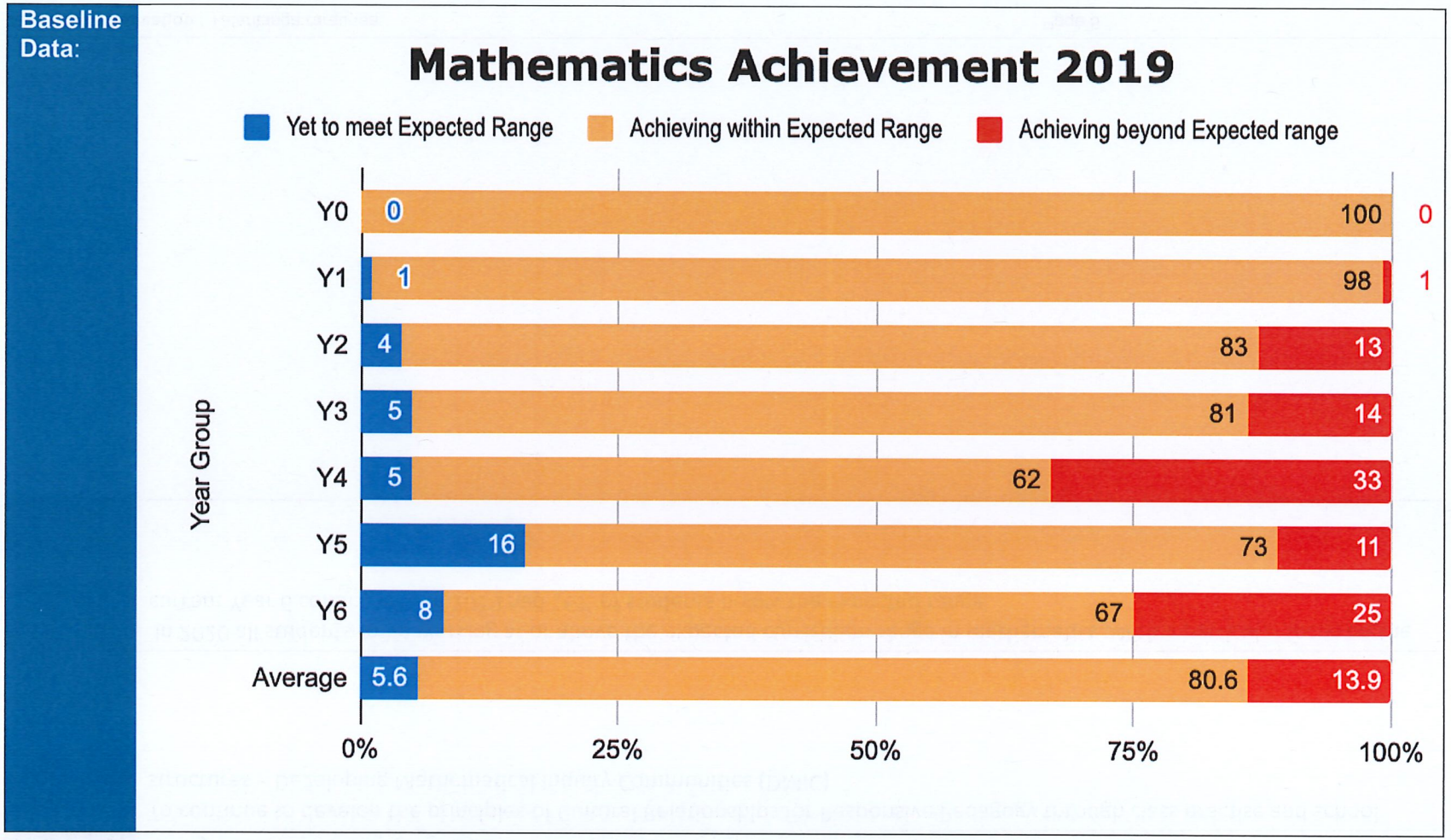
Green: % of children with 0-1 incidents

Yellow: % of children with 2-5 incidents

Red:% of children with 6+ incidents

Strategic Aim:	Strategic Aim 1: To increase the mauri ora of our students and staff
Annual Aim:	To continue to develop the principles of Cultural Relationships for Responsive Pedagogy through class practise and school structures – Developing Mathematical Inquiry Communities (DMIC)
Target:	In 2020 all students to be working at or above the expected curriculum range in mathematics. With a particular focus on the current Year 6 cohort, who in 2019 had 16% of students below the expected range.

Baseline Data:



The 2019 Y5 cohort has the smallest percentage of children working beyond their expected curriculum range (11%). They also have the largest number (16%) yet to meet their expected curriculum range.

This is of concern when overall results show we have over 94% of children doing maths within or beyond their expected curriculum level in Mathematics.

Actions *What did we do?*	Outcomes *What happened?*	Reasons for the variance *Why did it happen?*	Evaluation *Where to next?*
Although it was a disrupted year, progress was made in staff understanding of the pedagogy behind DMIC. All staff had a number of in class support sessions with a mentor, took part in a number of PLD sessions and were provided time to meet and plan lessons and units with a facilitator.	Mathematics achievement has remained pretty similar to 2019, with 91% of students working within or beyond their expected curriculum range. The Year 6 cohort has seen the number of students above the expected curriculum range double from 11% to 22% and the number of children working below the expected range has shrunk from 16% to 10%.	One interesting analysis is that the data changes quite drastically as students move syndicates. Both The Year 3 (2019 Year 2) and the Year 5 (2019 Year 4) results are considerably lower than last year. This could be because it is a transition year into a new level of the curriculum, but also suggests that we need to continue to work on our assessment and moderation practices	• Develop a maths programme in each syndicate that fits both the underpinning DMIC pedagogy and our school philosophy. • Take part in Year 3 DMIC programme, specifically the Lesson Study PLGs. • Build capacity across the school to maintain practise in 2022 as we leave the DMIC programme. • Support new staff in their teaching of mathematics

Planning for next year:

2021 is the last year of our DIMC PLD but hopefully with the establishment of our Lesson Study PLG we will create a sustainable way to provide ongoing support for our teachers and ensure we continue to develop the DMIC pedagogy. This will also allow us to ensure new staff receive a consistent message on how mathematics is taught at Hampden Street School. We will also continue to add templates and guides to teaching maths to our staff website.

End of Year Achievement 2019

BACKGROUND: In previous years we have reported to the BOT in both July and December on schoolwide achievement against the National Standards. Although these Standards were removed in 2017, we have continued to use them as a benchmark to monitor achievement since. The labeling of children as 'at, above or below' goes against both our school pedagogy and current research, and is hugely detrimental to the well being and 'mauri ora' of students. With this in mind, we have realigned and broadened our expected learning range to fit more accurately with the NZ Curriculum Document levels. Our end of year reports have changed accordingly and now monitor not just achievement within the expected learning range, but also progress from year to year. This change now means we are unable to make comparisons between previous years.

NZ Curriculum Levels

Reading Expected Range ▢ Overall Teacher Judgement ✓ Effort Δ

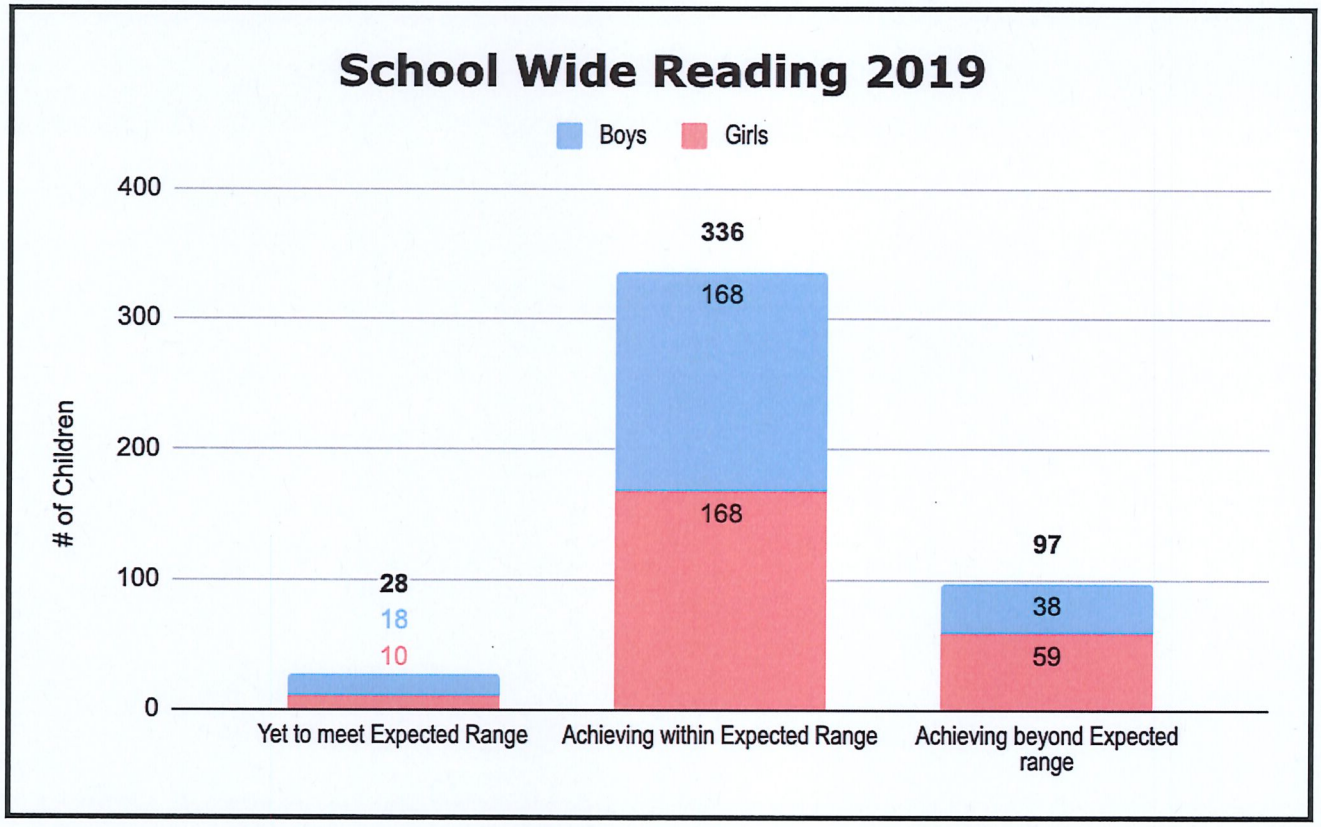
	ECE	Level 1			Level 2			Level 3			Level 4		
Y6													
Y5								✓					
Y4													
Y3													
Y2													
Y1													

End of year report expected learning range example

The data is calculated on a total of 461 students and includes our ORS and EL learners. No data has been included from R17 due to the teacher being absent for the majority of the term and end of year reporting and assessment not been completed on all children in the class. This will have a small but minimal impact on overall results.

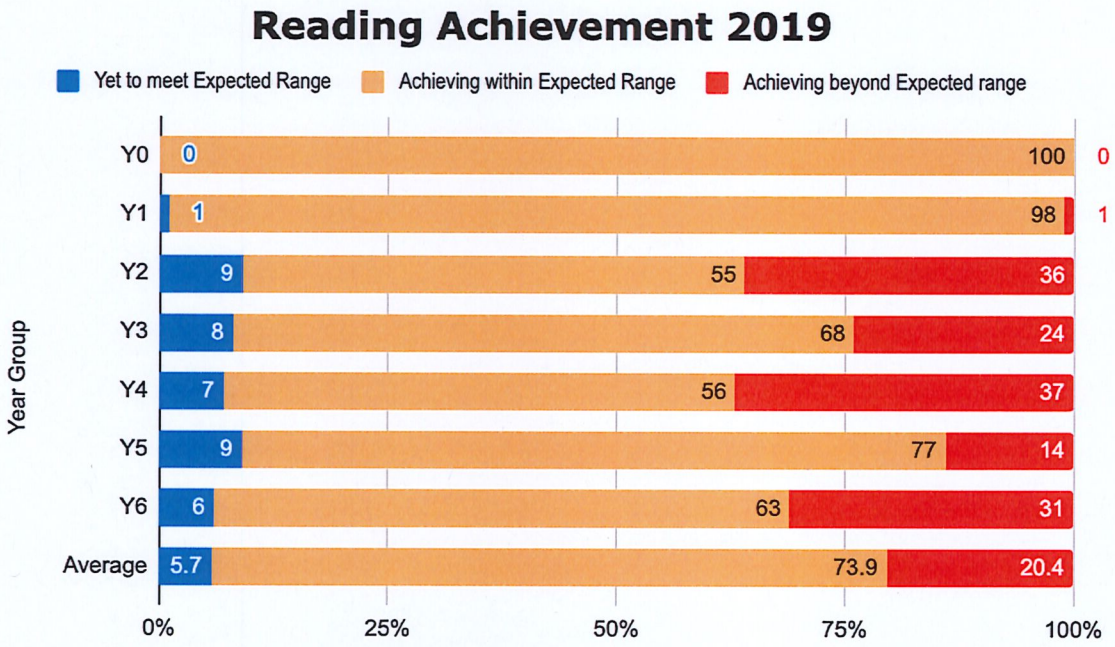
In all the results, the number of children working outside their expected curriculum level will increase the longer they are at school. In Y1 and Y2 there are unlikely to be many children not working within Level 1 of the NZ curriculum. By Y6 the range of achievement has grown from some children still working in level 2 through to others now working at level 4. This trend can be clearly seen in all the following results.

READING

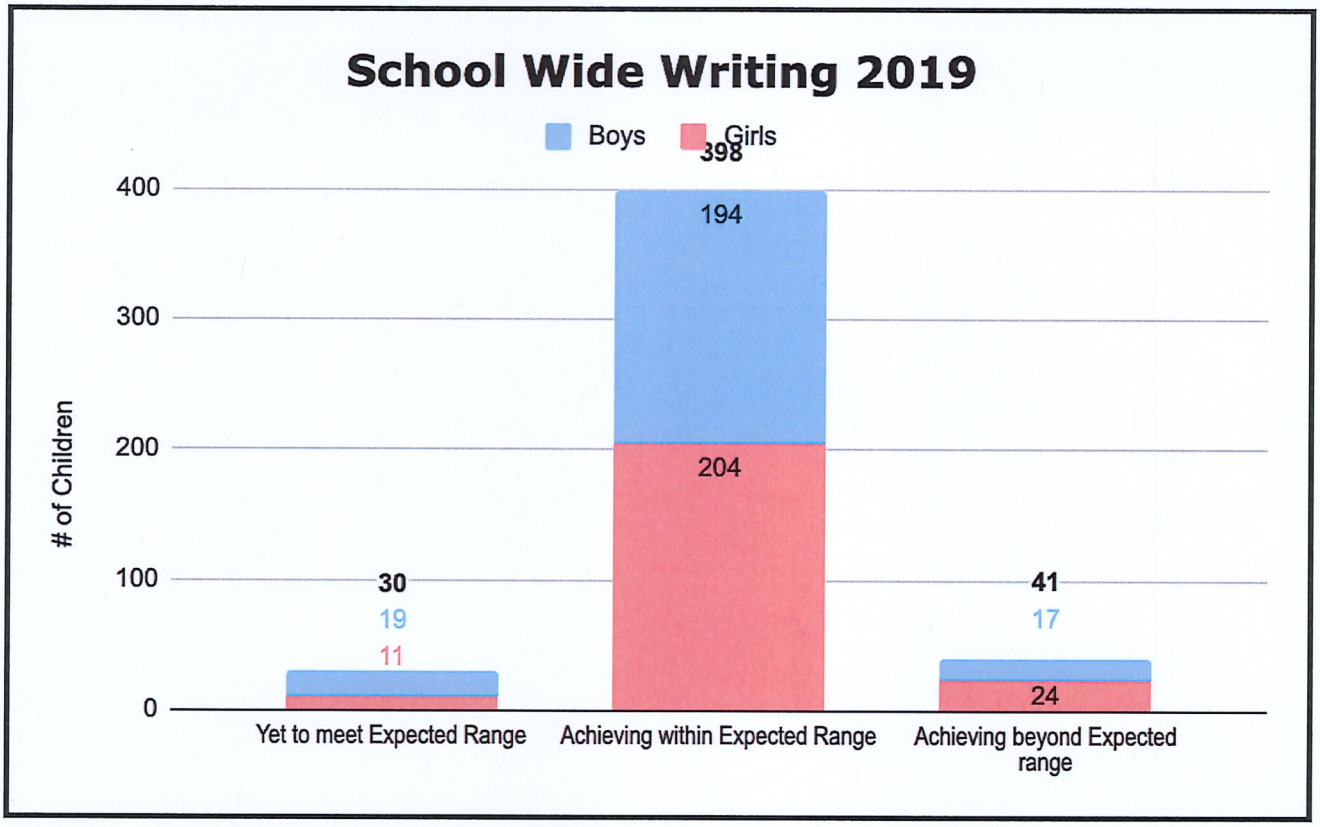


Analysing the Results

- We have over 94% of children reading within or beyond their expected curriculum level in reading.
- The gender balance is relatively even, although we do have slightly more boys yet to reach the expected curriculum range for their year group, and less beyond that range.
- Year group results show that there is a distinct dip in the number of Y5 children working beyond their expected curriculum range (only 14%) in comparison to the other year group cohorts.
- There is an extremely large proportion of children (≈55%) identified as working beyond their respective curriculum ranges in Year 2 and 4.

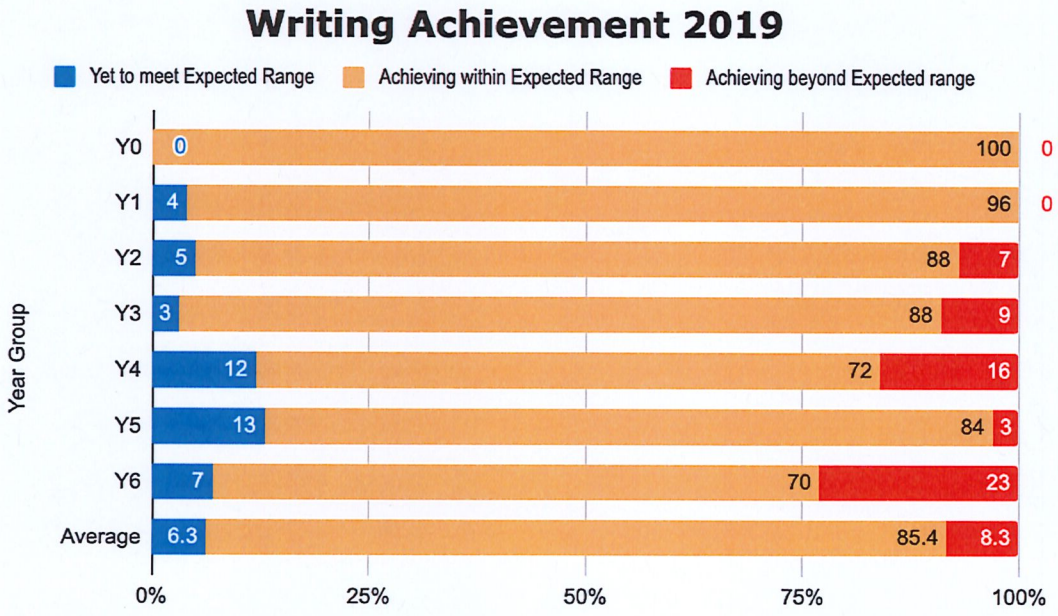


WRITING

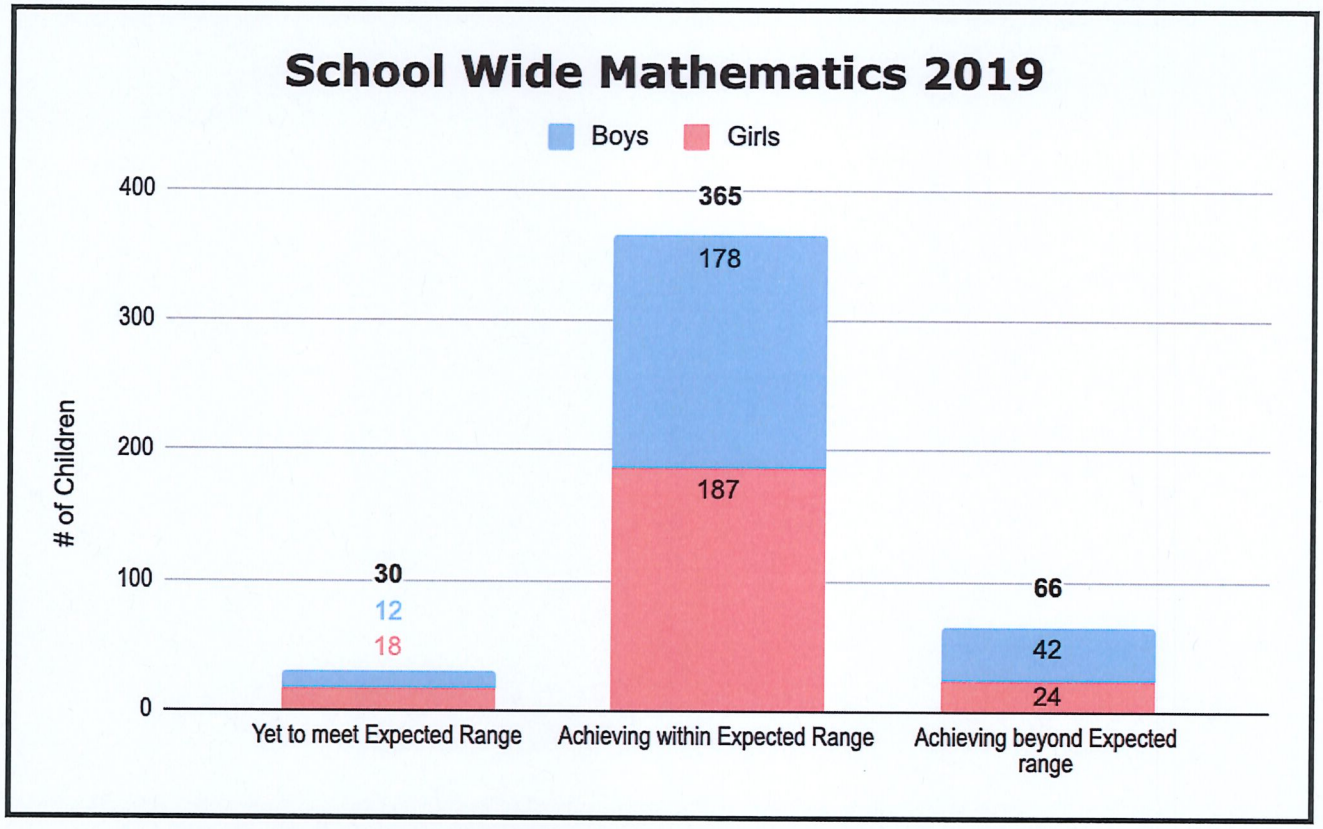


Analysing the Results

- We have over 93% of children writing within or beyond their expected curriculum range in reading. Of these, 8% are working beyond compared to 20% in reading and 14% in maths.
- Like in reading, the gender balance is relatively even, although again we do have more boys yet to reach the expected curriculum range for their year group, and slightly less beyond that range.
- Again, year group results show that there is a large dip in the number of Y5 children working beyond their expected curriculum range (only 3%) in comparison to the other year group cohorts.
- It is pleasing to see positive results from the Y6 cohort, with the largest proportion (23%)working beyond their expected curriculum range and only a small number of children (6) yet to be working in Level 3. Of these, 1 is an ORS child and 2 only started at HSS midyear.

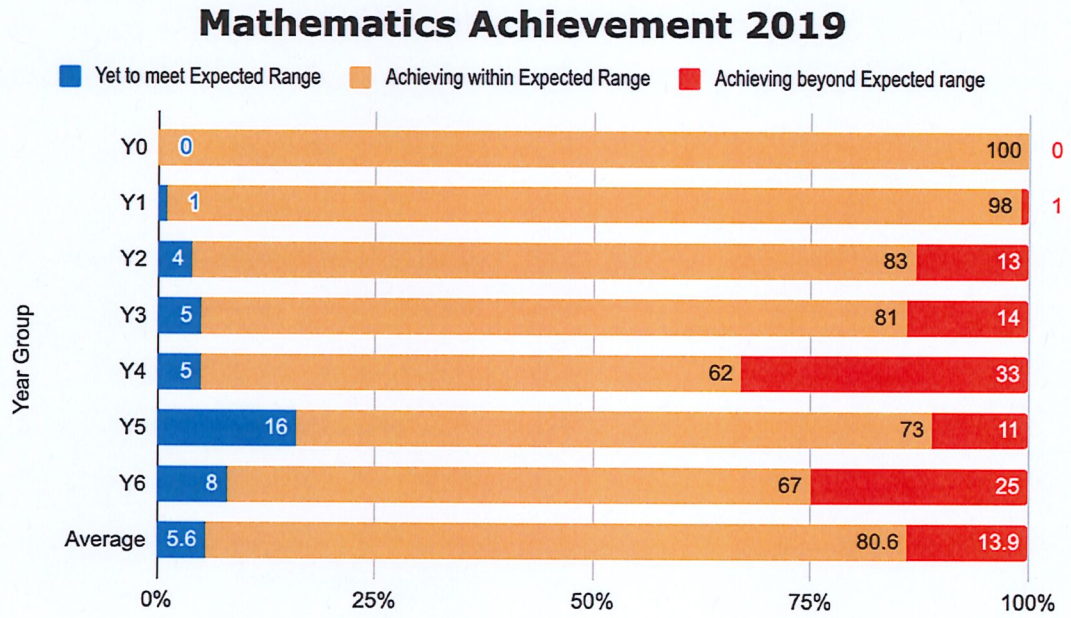


MATHEMATICS



Analysing the Results

- Overall results show we have over 94% of children doing maths within or beyond their expected curriculum level in Mathematics.
- In contrast to literacy, gender results show that we have slightly more girls yet to reach the curriculum range for their year and significantly less working beyond that range.
- As in the reading and writing results previously, the Y5 cohort has the smallest percentage of children working beyond their expected curriculum range. They also have the largest number (14 children) yet to meet their expected curriculum range.
- The Y4 cohort has an extremely high number of children (19 out of 57) identified as working beyond their expected curriculum range. Again, the Y6 year group has a high percentage (25%) working beyond the expected range.



MAORI STUDENT RESULTS

	Yet to meet Expected Curriculum Range	Achieving within Expected Curriculum Range	Achieving beyond Expected Curriculum Range
Reading	1 (3%)	27 (73%)	9 (24%)
Writing	2 (5%)	30 (81%)	5 (14%)
Mathematics	2 (5%)	30 (81%)	5 (14%)

Analysing the Results

- The results above show that the 37 Māori students included in the data (Room 17 not incl.), are achieving on par with overall school results.
- The 2 students who are yet to meet the expected Curriculum range for their year level are both ORS boys who receive a high level of teacher aide support.