



**MOUNT MAUNGANUI INTERMEDIATE SCHOOL**  
**TE KURA TAKAWAENGA O MAUAO**  
**Annual Report and Charter Review**  
**Analysis of Variance**  
**2019**



# Mount Maunganui Intermediate School

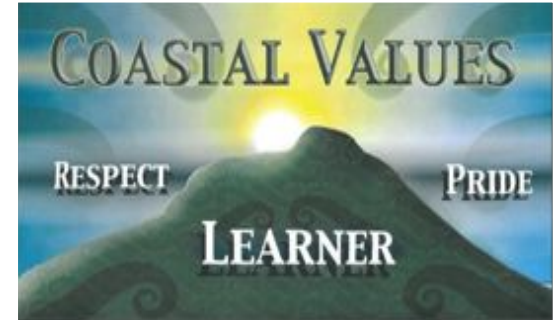
## *Te Kura Takawaenga o Mauao*

### **Vision (Under Review 2019)**

Developing Confident, Connected,  
Actively Involved Lifelong Learners  
*Whakawhanake ake te matauranga  
mutunga kore!  
Okea ururoatia!*

### **Mission Statement (Under review 2019)**

We provide quality education that inspires  
students to succeed  
*Ko ta matou he whangai i te tino kounga o  
te matauranga kei nga tihi o te taumata,  
kia taea ai nga tauira te eke ki te ara angitu*



### **Our Learning Tool Kit**

#### **Self Awareness – Ko Ahau Tenei**

*Identity, emerging adolescence, pubertal  
change, sense of belonging*

#### **Social Awareness – Whakawhanaungatanga**

*Relationships, Friendships, Tolerance,  
Connectedness*

#### **Intellectual Awareness – Taha Hinengaro**

*Literate, Numerate, Learner, Thinker, Engaged*

#### **Physical Awareness - Taha Tinana**

*Fit, healthy, resilient*

**THROUGH:** *Instructional teaching; integrated,  
meaningful curriculum; e learning;  
collaboration, goal setting*

### **Key competencies**

The New Zealand Curriculum identifies five key  
competencies:

[thinking](#)

[using language, symbols, and texts](#)

[managing self](#)

[relating to others](#)

[participating and contributing](#)

People use these competencies to live, learn,  
work, and contribute as active members of  
their communities. They are not separate or  
stand-alone. They are the key to learning in  
every learning area.

### **Restorative Practice**

Positive interpersonal relationships  
A culture of care  
Cultural responsiveness- respect and  
inclusion  
Taking responsibility for our behaviour

# Kia Maia

**Be brave, bold, confident and  
capable**



# Mount Maunganui Intermediate School

*Te Kura Takawaenga o Mauao*

At Mount Maunganui Intermediate school we are committed to providing a quality educational experience specific to the needs of emerging adolescents. We have high expectations for our students, staff and community.

**We are an inclusive school. Mount Maunganui Intermediate welcomes all learners in our community. We are committed to their engagement in all school activities and to their achievement.**

At Mount Maunganui Intermediate School we are committed to Māori learners achieving educational success as Māori. By giving respect to the Tatāiako competencies: *Wānanga*: participating with learners and communities in robust dialogue for the benefit of Māori learners' achievement. *Whanaungatanga*: actively engaging in respectful working relationships with Māori learners, parents and *whānau*, hapū, iwi and the Māori community. *Manaakitanga*: showing integrity, sincerity and respect towards Māori beliefs, language and culture. *Tangata Whenuatanga*: affirming Māori learners as Māori. Providing contexts for learning where the language, identity and culture of Māori learners and their *whānau* is affirmed.

**EEO: In 2019 we have maintained, and complied with the school's Equal Employment Opportunities policy.**



# Baseline Data

Student Learning National Standards Data Percentages At/Above 2012- 2-17/2018 At/Above Curriculum Expectation

	2012*	2013	2014	2015	2016	2017	2018	2019
R - all	72	68.1	79.3	80.2	80.9	79.3	74	81
R - Maori	60.2	55.1	64	64	65.7	67.4	62	72
R - Pasifika	33.3	50	82.3	73.4	50	37.5	-	58
W - all	57.9	55	65	69	63.3	71	63	63
W - Maori	45.5	45.6	44.9	53.7	48.4	60.2	59	52
W - Pasifika	33	33	64.7	66.7	35.7	37.6	-	33
M - all	54.2	52.1	63.5	65	61.5	70.7	62	63
M - Maori	44.8	35.7	40.9	47.6	44.7	57.4	49	48
M - Pasifika	27.8	16.7	70.6	73.3	57.2	31.3	-	33

NB: This is a different cohort every year as more than half of our school changes. Year 8's out year 6's in.

Rongohia te Hau - audit and consultation with students, staff and Whānau annually. Positive Behaviour for Learning (PB4L) annual self review. Me and my school survey NZCER, Charter review. Review and snapshots as required.



# Baseline Data

	2015	2016	2017	2018	2019
<b>Attendance</b>	92-93%	91.42%	91.5%	87.46%	90.6%
<b>Lateness</b>	3.3 % (20/590)	4% (24/636)	8% (51/635)	9 %	9.5%
<b>Truancy Referrals</b>	0.17% (10/590)	2% (11/636)	1% (4/635)	6	6
<b>Stand down</b>	13	14	9	23	11
<b>Suspension</b>	4	6	3	6	2
<b>Exclusion</b>	3	3	1	3	1
<b>July Roll Return</b>	591	626	628	675	709

## **Analysis of Pastoral Baseline Data:**

Systems and processes are in place to monitor, track and improve attendance. Attendance percentages increased in 2019. The area of concern is the increase in lateness to school. This is an area for attention and inquiry in 2020. We will need to address lateness through teaching and reinforcement as part of our universal PB4L system. PB4L Universals is embedded at MMI, but with staff turnover and the student cohort changing annually this is a consistent area of focus. PB4L data is recorded, analysed and reported term by term. The school continues to grow and in 2020 we have a starting roll of 749 including International Students. This has significant impact on budgets with the set up of new classrooms annually. Furniture grants do not cover the cost of the establishment of new classroom furniture and devices. There is also increasing pressure on wider school space (hall, toilets, changing rooms, staffroom).



# Strategic Section

Strategic Goals	Core Strategies for Achieving Goals 2018 - 2021
<p><b>Students' Learning</b>            Improve outcomes for all students particularly Māori, Pasifika and children with special needs. Accelerate progress of students performing below expectations.</p>	<p>Build and strengthen teacher capability in areas of culturally responsive and relational pedagogy through whole school engagement in Poutama Pounamu, University of Waikato. <i>Refer to Analysis of Variance 2019</i>            Goal's: 1. Make better use of school-wide achievement information to inform internal evaluation developing specific and measurable targets for all identified groups of at-risk learners and report regularly to the board on the progress of these students            2. Teachers making better diagnostic use of classroom assessment information to plan specifically to meet the needs of at risk learners, including supporting students to understand their specific next learning steps. (ERO 2017)</p>
<p><b>Student Engagement &amp; Transition</b>            Monitor attendance and truancy and act as required. ✓ Suspension and stand down statistics ✓            Transition</p>	<p>Review Positive Behaviour for Learning. ✓ Embed Poutama Pounamu Culturally responsive and relational pedagogy, (<i>Developing, Team Leaders Completed on online Leadership Development CRRP, University of Waikato, PLG groups across the school, Poutama Pounamu and collaborative inquiry with TL, Refer to Analysis of variance 2019</i>), Restorative practices (<i>x no development</i>)            Col/Kahui Ako to work on consistent data systems and assessment tools post National Standards 2020 work stream. <i>Worked on curriculum levels early and at. Embedded into COL/Kāhui Strategic plan for 2020.</i></p>
<p><b>School property and finance</b>            Modernise classrooms as per 10 year plan ✓            Continually upgrade and beautify environment            Operate within annual grants and income. ✓            Generate income to supplement staffing and operations grants ✓</p>	<p>Adhere to 10YPP plan and maintenance plan ✓ MOE/property manager ✓            Budget, monitoring - Principal, Accountant and Finance Committee ✓ Surplus made in 2019            International students generated income and principal consultancy generated \$34,000 for the school in 2019</p>
<p><b>Health and safety</b>            Regularly review and minimise risks to staff and students ✓</p>	<p>Review EOTC Processes and build capacity EOTC leadership ✓            Review PB4L school wide. Report, analyse and plan from PB4L data. Build capacity PB4L Leadership ✓            Policy review - Health and safety act, VCA ✓            Systems and processes</p>
<p><b>Personnel</b>            Build school culture high relational trust ✓            Opportunities for high quality professional development ✓            Grow leadership and build teacher capability ✓            Strategic appointment and staffing ✓</p>	<p>OTL™ Leadership ✓ Some PLD around this with staff. Restorative Practices used by staff who are trained.            Strengthen and embed Teaching as Inquiry ✓            Appraisal processes and cycle against Education Standards for Teaching profession and Tātaiako. ✓            Embed culturally responsive and relational pedagogy goals into appraisal system. Implement shadow coaching.            Continue strategic appointment of high quality staff with te reo and cultural competence. ✓            BOT elections and development school and across COL/Kāhui Ako ✓            Iwi representation BOT x /COL/Kāhui Ako ✓</p>
<p><b>Community Engagement</b>            Regular consultation and planning ✓</p>	<p>Charter and strategic planning consultation with new board. ✓ <i>Mission, vision, charter review SWOT Analysis</i>            Rongohia te Hau community consultation students, staff and community, Consultation with whānau – What can we do better for our Māori students ✓ <i>Completed June 2019</i>            PB4L Audit ✓ Consultation and engagement Mt Maunganui COL/Kāhui Ako ✓ Student voice and student council ✓            Ongoing council minutes <i>SWOT Analysis for students and staff</i></p>



# Other Key Improvement Strategies

Other 2019 Key Improvement Strategies to Achieve Strategic Vision			
Property (summarised from property plan)	Short Report	Finance	Short Report
<p>Refurbish Art, Food Technology, Dance Drama, Hard Materials and Music.</p> <p>Replace failing projectors with televisions ✓</p> <p>Removal of boiler. 2020</p> <p>Furniture purchase and maintenance - roll growth</p> <p>Discuss retention of MOE prefabs to manage roll growth.</p> <p>Ongoing maintenance schedule ✓</p>	<p>Refurbished the Food technology and dance and drama rooms. Completed T 4 2019. Significant issues with communication and action between MOE and MOE approved property manager. School had to cover many of the costs of refurbishment over the year. Fortunately, we were in a financial position that we could sustain and continue the refurbishment. Just been rectified start of 2020.</p> <p>The Music and HM rooms are In design. Four prefabs have now been purchased by MOE. Two more were meant to be brought on site to start the 2020 year. We are still waiting. We are using the library as a classroom start 2020</p>	<p>Operate within annual grants and income. Sports Coordinator (associate staffing)</p> <p>Monitoring of budgets</p> <p>Generate income to supplement staffing and operations grants</p> <p>Grant applications (Kapa Haka Uniforms)</p> <p>Tect Funding ICT</p> <p>International students</p> <ul style="list-style-type: none"> <li>- diversify market into China</li> <li>- Combine resourcing for International students and domestic ESOL students</li> <li>- Principal consultation - UACEL income for school professional learning and development budget</li> </ul>	<p>✓ Surplus recorded in 2019.</p> <p>✓ Appointed March 2019. Position extended to 52 weeks in 2020.</p> <p>International student profit</p> <p>✓ \$9,000</p> <p>✓ TECT</p> <p>International Students</p> <p>Two visits to Shandong and Tangshan Province.</p> <p>In progress for 2020</p> <p>Appointed new International Student Manager</p> <p>Principal Consultancy generated \$34,000</p>
Personnel	Short Report	Community Engagement	Short Report
<p>OTL™ Leadership, Restorative Practices</p> <p>Strengthen and embed Teaching as Inquiry</p> <p>Appraisal processes and cycle against Education Standards for Teaching profession and Tātaiako.</p> <p>Embed culturally responsive and relational pedagogy goals into appraisal system. Implement shadow coaching.</p> <p>Continue strategic appointment of high quality staff with te reo and cultural competence.</p> <p>BOT elections and development school and across COL/Kāhui Ako</p> <p>Iwi representation BOT/COI/Kāhui Ako</p>	<p>OTL™ started with staff in 2019.</p> <p>✓ Deputy Principal embedded teaching as inquiry into appraisal system.</p> <p>✓ Development for Team Leaders and SLT</p> <p>PLG's lead by Team Leaders and SLT with all staff.</p> <p>Shadow coaching (no called collaborative inquiry) done with team leaders. Still to roll out school wide.</p> <p>✓ BOT elected. BOT training. Compelled</p> <p>✓ Ngāi te Rangī and Ngāti Ranginui have joined Kāhui Ako Kaitiaki Roopu. Ngai Te Rangī Kaumatua has offered to support our board.</p>	<p>Rongohia te Hau community consultation students, staff and community, Consultation with whānau – What can we do better for our Māori students?</p> <p>PB4L Audit</p> <p>Charter and strategic planning consultation with new board.</p> <p>Consultation and engagement Mt Maunganui COL/Kāhui Ako</p> <p>Student voice and student council</p> <p>Sports coordinator appointment</p>	<p>✓ Completed and analysed. Above</p> <p>✓</p> <p>✓ Vision and Mission reviewed.</p> <p>✓ Ongoing</p> <p>✓ March 2019</p>

# Analysis of Variance 2019

School Name:	Mount Maunganui Intermediate	School Number:	1837
Strategic Aim:	<b>Strategic Goal</b> Improve outcomes for all students particularly Māori, Pasifika and children with special needs. ✓		
Annual Aim:	Build and strengthen teacher capability in areas of culturally responsive and relational pedagogy through whole school. ✓		
Target:	Baseline data suggests that students and whānau feel that teachers do not know their students as well as they would like. Māori Whānau have also indicated concern around the perception of how well Māori children are achieving. <b>Target: To increase students sense of Whānaungatanga (see page 3). 90% of students (Māori/Non Māori) will rate Teachers know me and I know them mostly and always).</b> Considerable progress made towards this target in 2019. ✓		
Baseline Data:	<b>Baseline data and Annual Target:</b> 2018 Rongohia Te Hau Student Survey: Mostly/Always ratings for Māori and Non Māori average rating 58.5%. The survey data was very positive and affirming on the whole. The range was 55%-92%. Outlier and lowest scoring item for Māori and Non Māori was “Teachers in my school know me and I know them.” Whānau also ranked this aspect slightly lower in the teacher, students and whānau survey - M 3.7 N/M 3.7 T 3.9 Whānau 3.6. “Teachers hardly even know me and my child.” In the Outliers the lowest scoring item in Teacher, students and Whānau was - M 4.0 N/M 3.9 T 3.9 Whānau 1.3 Māori children are not achieving? Achievement between Year 7 NZE and Māori achieving at/above curriculum expectation: 2% year 7 Maths, 10% Writing, 20% Reading.		



**Actions**  
*What did we do?*

Team leaders and SLT completed on line Poutama Pounamu modules and participate in pld sessions facilitated by University of Waikato.

TOD: Data sharing and analysis and brainstorm learning activities to build Whānaungatanga. Leaders shared visual/verbal pepeha.

PLG groups were lead by school leaders and all staff explored the online modules around culturally responsive and relational pedagogy (equity, educational perspectives of Māori, stereotypes, critical theories).

University of Waikato staff also worked with our new team leaders to build knowledge and understanding of equity, coinquiry, pedagogical and relational interactions.

Team leaders and SLT worked together to learn about and to complete co-inquiry (previous called shadow coaching) in term 2/3 to reflect upon and improve our own practice from a culturally responsive lens.

We discussed criteria for culturally responsive classrooms and and participate in classroom walkthroughs in term 3.

**Outcomes**  
*What happened?*

Rongohia Te Hau Student Survey: The survey data was very positive and affirming on the whole.

Percentage of Responses Mostly/ Always for Relational and Pedagogical items 2018-2019.

	2018	2019
Average	58.5%	78%
Range	55-92%	55-85%

In 2018 The Outlier and lowest scoring item for Māori and Non Māori was in the mean ratings for this item 5 “Teachers in my school know me and I know them.” This rating improved.

Mean Ratings Item 5

	Māori	Non Māori	Whānau
2018	3.7	3.7	3.6
2019	4.5	4.5	4.5

The teachers mean rating was slightly higher at 5 for this item.

**Reasons for the variance**  
*Why did it happen?*

“Teachers in my school know me and I know them.” Although, the 2018 target was to achieve 90% mostly/always for item 5 “Teachers in my school know me and I know them.” In the 2019 survey only 58% recorded mostly/always for item 5. So, we did not meet the percentage target, however, significant improvement was shown in the mean rating for this item. This shows significant improvement in this item.

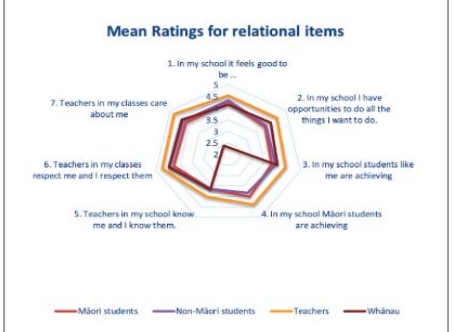
The percentage of mostly/always responses improved by 20% in 2019.

There was very little difference between the responses of our Māoi and Non Māoi (4% statistically insignificant).

**Evaluation**  
*Where to next?*

It is pleasing to see the alignment between our Māori and non Māori students and that the data on the who is extremely positive.

Critical analysis of the 2019 data shows that for 2020 target need to be set around communicating with Whānau. Item four “In my school Māori students are achieving. There is a significant difference between the perceptions of staff, students and their whānau.



The chart displays mean ratings for seven relational items. The legend indicates: Māori students (red), Non-Māori students (purple), Teachers (yellow), and Whānau (orange). The items and their approximate mean ratings are: 1. In my school it feels good to be... (Māori: 4.5, Non-Māori: 4.5, Teachers: 4.5, Whānau: 4.5); 2. In my school I have opportunities to do all the things I want to do. (Māori: 4.5, Non-Māori: 4.5, Teachers: 4.5, Whānau: 4.5); 3. In my school students like me are achieving (Māori: 4.5, Non-Māori: 4.5, Teachers: 4.5, Whānau: 4.5); 4. In my school Māori students are achieving (Māori: 4.5, Non-Māori: 4.5, Teachers: 4.5, Whānau: 4.5); 5. Teachers in my school know me and I know them. (Māori: 4.5, Non-Māori: 4.5, Teachers: 4.5, Whānau: 4.5); 6. Teachers in my classes respect me and I respect them (Māori: 4.5, Non-Māori: 4.5, Teachers: 4.5, Whānau: 4.5); 7. Teachers in my classes care about me (Māori: 4.5, Non-Māori: 4.5, Teachers: 4.5, Whānau: 4.5).

We need to be more effective and proactive in communicating the success of our Māori students to our Whānau. This will include more regular publication of achievement data/snapshots. Re-establishment of whānau hui. Sharing this data with our local iwi Ngāi te Rangi iwi. Iwi representation on our Board of Trustees. Participation in the Gifted Māori Contract 2020.

**Actions**  
*What did we do?*

Teachers taught Te Reo Māori in their classrooms. This was supported by unit plans and resources.

Whakatau embedded as school practise. Teaching whole school waiata, and haka.

Use of Karakia to start and finish meetings and the school day in classrooms.

Kapa Haka weekly. Performed at Mauao Kāhui Ako Ra Whakangahau.

Informal Whānau hui within Whānau Class. Whānau class teacher building relationships with whānau, hapu and iwi.

Continue strategic appointment of Māori staff.

Kāhui Ako strategic plan identified Identity and Connection as a significant workstream across the Kāhui Ako. Across school and Within School teachers appointed to lead this workstream

Ngāi Te Rangi Iwi and Ngāti Ranginui sitting on Kāhui Ako Kaitiaki Roopu.

**Outcomes**  
*What happened?*

In 2018 Item 6 Māori students are achieving in this school was identified as an area of concern. The mean rating for this item improved in 2019, however whānau perception of the achievement of our Māori students is still lower than students and staff.

	Māori	Non Māori	Whān
2018	4.0	3.9	1.3
2019	4.2	4.2	2.5

The baseline data also identified disparity between NZE and Māori in achievement.

Percentage Difference in Achievement Between NZE and Māori achieving at/above curriculum expectations Year 7 (2018) and Year 8 (2019)

	Math	Wtg	Rdg
2018	2	10	20
2019	18	5	10

Percentage differences between Māori and NZE was reduced in Reading and Writing.

**Reasons for the variance**  
*Why did it happen?*

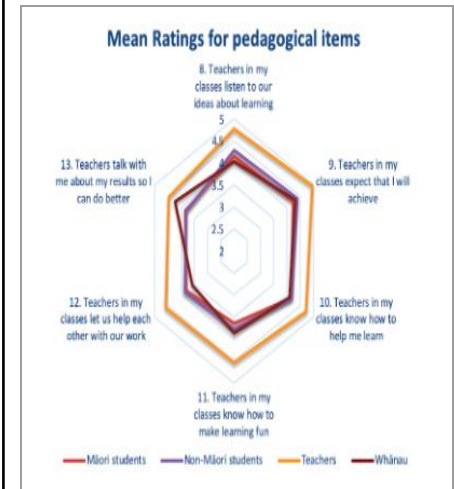
There was improvement in item 6. Team leaders felt that many aspects of the professional learning and development contributed to shifts in their own understanding and we suggest that this also contributed to improvement in the survey/achievement data. Anecdotal Comments from staff redevelopment:

- \* Eye opening to understand different perspectives/experiences of education (for Māori).
- \* The observation process, and understanding how the process supports teaching and learning allowed for open and honest discussion while targeting our needs.
- \* Modules provided resources that demonstrated effective practice, and discussion by the 'teacher being interviewed' allowed us to get into their thinking.
- \* Earlier modules were beneficial and set the tone of the learning.
- \* Good access to a range of resources about culturally responsive pedagogy
- \* Intentional opportunities to grow professional practise through co-inquiry
- \* Building collective understanding of good practice and the why behind it.
- \* Focus on achievement and giving students ownership of their learning.
- \* Being more culturally responsive to all areas.

**Evaluation**  
*Where to next?*

In the Pedagogical items teacher perceptions of our pedagogical practices are still higher than the perceptions of students and Whānau.

Rongohia Te Hau Data 2019



We know that we need to continue this development in 2020 with all staff. Staff changes also challenge momentum. In 2019 6 teachers went on maternity leave in 2020 and ¼ of the staff were new in 2019. This trend continues with 9 new staff in 2020.

# Analysis of Variance 2019

<b>School Name:</b>	Mount Maunganui Intermediate	<b>School Number:</b>	1837
<b>Strategic Aim:</b>	<b>Strategic Goal</b> Improve outcomes for all students particularly Māori, Pasifika and children with special needs. ✓		
<b>Annual Aim:</b>	<b>Annual Goal</b> Accelerate progress of students performing below expectations. ✓ As evidenced by effect size.		
<b>Target:</b>	<b>Annual Target:</b> For Year 8 target students who are currently not meeting curriculum expectations, to make two or more sub level shifts in Writing and Maths so that 75% are achieving at/above curriculum expectation. <i>This target was refined as we changed the way in which we assessed and measured achievement and progress.</i>		
<b>Baseline Data:</b>	<b>Baseline data</b> Year 7 students at/above curriculum expectation end of 2018: Maths All 57%, Māori 45%, NZE 43%; Writing ALL 58%, Māori 51%, NZE 61%; Reading All 71%; Māori 59%, NZE 79% The concern here is that overall achievement in Maths and Writing for this cohort. Achievement between Year 7 NZE and Māori achieving at/above curriculum expectation: 2% year 7 Maths, 10% Writing, 20% Reading.		

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
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Establishment of Learning Impact Team.  
 Review assessment schedule.  
 TOD - Develop assessment plan.  
 Facilitated PLD mapping assessment tools against the learning progressions; identifying next learning steps; planning; sharing resources and effective teaching strategies.  
 After teaching we measured effect size for classes, cohorts, individual students.

We introduced the quadrant as a tool for classroom teachers and teams to identify those at risk of not achieving and to identify target groups/students.

Mathematics - Snapshots in proportional thinking, algebra, measurement and e asTtle. PLD workshops in these areas.

Maths Specialist Teacher in 2019 also worked with Māori target students and taught Mathematics in Whānau class once a week.

Maths Leader undertook PLD in calculation of effect size.  
 Development of spreadsheets  
 Development of snapshots - levelled back against NZC. Linked to teaching resources and planning.

For Year 8 target students who are currently not meeting curriculum expectations, to make two or more sub level shifts in Writing and Maths so that 75% are achieving at/above curriculum expectation. (NB: This may be refined).

Mathematics Percentage at/above Curriculum Expectation Year 7 2018/Year 8 2019

	All	NZE	Māori
2018	55	51	45
2019	58	63	45

Effect Size Mathematics Data 2019

	Prop Rati	Alg	Mea	e asT
All	0.86	1.69	1.33	0.45
Māori	0.8	1.61	1.32	0.44

We refined this target. As we changed the way in which we identified our target students. Target students changed term by term depending on the diagnostic snapshot and the progress that was made in the previous snapshot or not. Progress was not measured by sublevel shift it was measured by effect size.

Our current year 8 students are perhaps a low cohort. According to the OTJs, they only had 55% at or above curriculum level as Year 7 students and leave here with only 58% being at or above in Year 8.

Mathematics: The OTJ data not as good as we had hoped for considering the snapshot data.

Effect size for individual students and cohorts show that our teaching is making a significant difference.

The year 7 cohort in 2019 out performed the year 8 cohort with 68% students achieving at/above curriculum expectations. At the start of 2019 only 26% were achieving at/above curriculum expectation. This is an indicator that the snap shots, and pld, are making a difference to accelerate achievement.

For the last two years we have been looking closely at the Learning Progressions in Mathematics. This new learning may have led us to our current OTJs which may be more realistic than historical ones.

We need to ensure we offer a level 5-6 test at the beginning of the year for any students who score off the chart in the level 4-5.

There are many accelerate students who scored high at the beginning of the year and then went down at the end of the year as they sat a level 5-6 test.

Staff particularly like the snapshots and the development and resourcing given to understand curriculum expectations at each level. Students like the snapshots. Students can set goals, and understand what their next learning steps are. It also evidences progress and achievement for staff and students.

Continue to develop snapshots for the other strands (not covered in 2019) and to scaffold the staff to use their data understand NZC, Maths Learning Progressions and how to teach effectively in order to accelerate students achievement and progress.

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>																				
<p>Reading snapshots included Probe, Evaluation and e asTTle</p> <p>PLD in administration of PROBE Reading Test</p> <p>Significant inquiry by learning impact team into appropriate reading snapshots, assessment tools in reading and ways to evidence progress in learning.</p> <p>Moderation of Evaluation Snapshot. PLD in how to teach the evaluation comprehension strategy, resources and texts.</p>	<p style="text-align: center;"><u>E AsTTle Reading Percentage at/above Curriculum Expectation Year 7 2018/Year 8 2019</u></p> <table border="1" data-bbox="521 414 917 649"> <thead> <tr> <th></th> <th>All</th> <th>NZE</th> <th>Māori</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>71</td> <td>78</td> <td>59</td> </tr> <tr> <td>2019</td> <td>75</td> <td>59</td> <td>66</td> </tr> </tbody> </table> <p style="text-align: center;"><u>Reading Effect Size 2019</u></p> <table border="1" data-bbox="537 821 911 1156"> <thead> <tr> <th></th> <th>Effect Size</th> </tr> </thead> <tbody> <tr> <td>Evaluation</td> <td>0.57</td> </tr> <tr> <td>Yr 7 e asTTle</td> <td>0.63</td> </tr> <tr> <td>Yr 8 e asTTle</td> <td>0.71</td> </tr> </tbody> </table>		All	NZE	Māori	2018	71	78	59	2019	75	59	66		Effect Size	Evaluation	0.57	Yr 7 e asTTle	0.63	Yr 8 e asTTle	0.71	<p>Overall achievement in Reading improved slightly for this cohort, as it did school wide. Māori achievement improved in 2019. The percentage of Māori at/above curriculum expectation was higher than NZE in Reading e asTTle. Interestingly in the Year OTJ the proportion of Māori at and above dropped to 66% at/above and the NZE increased to 88%.</p> <p>School wide data: Although, there is a disparity for Māori in Reading this was reduced by half in the Year 8 cohort. Overall percentage reading at/above Curriculum expectations in 2019 was 78% at/above with 81% at/above for Māori over all.</p> <p>Development in PROBE and the work on evaluation has possibly had a positive impact on achievement in Reading in 2019.</p>	<p>Further inquiry is required into how we might use effect size to evidence reading progress. What will we use for snapshots for term two and three.</p> <p>We need to share this data with staff and challenge accuracy and to inquiry into why this may have occurred (unconscious bias perhaps?)</p> <p>We also need to support staff to use the existing data that they have. PLD in the administration, marking and analysis of asTTle. How to find the reading age, hotspots, groupings and individual learning pathways linking to What's next for resourcing. We will use e asTTle to measure achievement and progress in reading.</p> <p>PLD will also be required analysing running records.</p> <p>Literacy leader to lead development for PCT's - establishing and effective reading programme.</p>
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<p>PLD in e asTTle and moderation of writing. Moderated in teams and school wide.</p> <p>PLD writing and mapping against the progressions.</p> <p>Identification of writing goals from e asTTle marking rubric</p> <p>Collaborative planning in teams.</p> <p>Effect size analysis of e asTTle writing.</p>	<p><u>Writing Difference Between Achievement Percentage of Māori and Non Māori at/above Curriculum Expectation Year 7 2018/Year 8 2019</u></p> <table border="1" data-bbox="511 414 908 649"> <thead> <tr> <th></th> <th>All</th> <th>NZE</th> <th>Māori</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>58</td> <td>61</td> <td>51</td> </tr> <tr> <td>2019</td> <td>66</td> <td>68</td> <td>51</td> </tr> </tbody> </table> <p><u>Effect Size of e asTTle Writing 2019</u></p> <table border="1" data-bbox="521 821 937 1378"> <tbody> <tr> <td>e asTTle wtg</td> <td>0.85</td> </tr> <tr> <td>ideas</td> <td>0.84</td> </tr> <tr> <td>structure and language</td> <td>0.73</td> </tr> <tr> <td>Organisation</td> <td>0.94</td> </tr> <tr> <td>vocab</td> <td>0.7</td> </tr> <tr> <td>Sentence structure</td> <td>0.57</td> </tr> <tr> <td>Punctuation</td> <td>0.39</td> </tr> <tr> <td>Spelling</td> <td>0.53</td> </tr> </tbody> </table>		All	NZE	Māori	2018	58	61	51	2019	66	68	51	e asTTle wtg	0.85	ideas	0.84	structure and language	0.73	Organisation	0.94	vocab	0.7	Sentence structure	0.57	Punctuation	0.39	Spelling	0.53	<p>Writing Snapshots - were not developed in 2019 (deliberate act of leadership to support workload). e AsTTle was used to measure achievement and progress. Effect size shows significant improvement. But given the data is based on actual achievement and not clean data the progress does not reflect on the actual percentages at/above curriculum levels. Data also demonstrates that students have made significant progress in the deeper features of writing (ideas, organisation, vocabulary and structure/language). This reflects the work that has been carried out over the past two years by Deputy Principal supporting staff with pedagogical knowledge in these areas, and providing scaffolds and supports that can be used for teaching. Moving forward, it would appear that some PD should focus on surface features, but most especially with sentence structure, and punctuation, as both these areas can also lead to improvements in the overall meaning of the students writing (deep feature).</p>	<p>Due to extensive work done in Maths and Reading, Writing to be a greater focus in 2020.</p> <p>Use e asTTle to set goals and plan programme for T 1.</p> <p>Writing moderation</p> <p>Support for new staff administering, marking and moderation</p> <p>Look at write that Essay term two/three. PLD for staff in teaching of surface features. Develop appropriate snapshot assessments in writing.</p> <p>Reintroduce Culturally Responsive Writing T 4?</p>
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