Analysis of Variance Reporting 2019

Improvement Plan-Kindness/Manaakitanga

MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

School Name:	Owhiro Bay School	School Number:	2942

Strategic Goal:	ROCKS values will be evident and consistently reinforced across the school, leading to increased wellbeing and belonging for all ākonga, students and staff alike.
2019 Annual Aim:	Undertake school-wide professional learning in PB4L and implement via the framework provided.
Target:	**Monitoring and Decision Making** move from *37.5% to 50%* **Expectations Defined** move from *50% to 70%* **Expectations Taught** move from *50% to 70%* Overall score: 71.4% Thank you for a lovely visit. You have a number of systems in the school that are going well. ROCKS is known by all the senior students. This year looking at making these values visible will be part of the process in your PB4L journey. Jan Treeby

Baseline Data:

The SET aims to determine how accurately school-wide PB4L is being implemented and was carried out at Owhiro Bay School on 15/30/2019. It consists of a number of evaluation questions that are divided into seven sub-scales. The following summary outlines some of the elements in the sub-scales and specifically highlights the strengths of the implementation at the school. In addition, areas are also identified for future direction and/or planning considerations.

Sub-scale	Elements	Quantitative measure	Strengths and Achievements	Suggested Future Directions and Planning
A. Expectations defined	Evidence that the school's expectations have been defined clearly and that these are visible across the school.	50%	Rocks – Respect, Originality, Confidence, Kindness and Success are established values All the senior school students knew the values.	Some students are getting the Home learning values mixed up with the school-wide values. How can the values be consistent to avoid these confusions?

B. Expectations taught	Evidence that the school has a system for teaching expectations. This sub-scale includes looking at how your school organises its teaching of social behaviour and staff/student knowledge of school-wide expectations.	50%	Teachers said are teaching the values but some have said that it isn't explicit more incidental.	Consistency in teaching the values and a plan of action.
C. Rewarding expected behaviour	Evidence that the school has a system for rewarding social behaviour and that the staff use this system.	100%	There is an established system for recognising the rocks values. Students are given values vouchers and one section goes home and the other goes into a box for a draw. The students are given certificates out at assembly.	Linking the values to the rewards and making sure all teachers are giving out the vouchers as some indicated that they could get better.
D. Responding to behaviour problems	Evidence that the school's system for responding to problem behaviour is understood consistently by staff.	100%	All staff indicated that they would refer serious behaviours to the leadership team	Look at what is meant by serious.
E. Monitoring and Decision Making	Evidence that data is summarised and reported to staff.	37.5%	Data is collected and put onto etap. The principal indicated that she looked at the data but it was not shared with the staff	This year we will look at ways to share all data with the staff.
F. Management	Evidence that the school leadership has embedded PBL goals into the school's overall goals and operations.	62.5%	PB4L is included in the charter under Kindness and the rock values are the heading in the charter.	
G. Regional Level Support	Evidence that the school team connects with regional personnel and allocates funding for school-wide PBL.	100%	Jan is part of the PB4L team that we can contact to ask questions.	

Actions *What did we do?*	Outcomes *What happened?*	Reasons for the variance *Why did it happen?*	Evaluation *Where to next?*
• Participated fully in the PB4L training • Appointed staff to leadership roles who showed interest • Set aside specified staff meeting PD slots for the roll out and development of the framework school-wide • Developed systems of accountability • Responded to data in a timely fashion.	We surpassed all expectations achieving 100% in 6 of the 7 areas. **Responding to Behaviour Problems** we scored 87.5% from 100% previously. See SET Narrative 2020 below.	The team were committed from the outset having identified the need for consistency for both staff and students alike. The 2 leads were committed, put in the time, and prepared well when leading staff meetings. Extra time was allocated when needed to support the Student Council initiatives.	• We need to celebrate and acknowledge success. • We need to think about the feasibility/sustainability of maintaining 2 leads in such a small school • We will need to think about how to maintain the level of commitment and how to induct new staff to the school • We will look to include more of the support staff team, especially in acknowledging the positive behaviours we are focusing on.

Planning for next year:

In 2020 we will revisit our ROCKS values as part of our community consultation.
We will refine our rubric and success criteria, re-visiting the areas that need closer attention as defined by the data.
We will turn our attention to achieving consistency in approach to positive behaviour for learning within the classroom setting school-wide.
We will continue to participate in the PB4L training/support sessions. 2 days per term and the Regional PB4L Day.
We will develop our permanent signage and the expectations for this throughout the school.

SET Narrative - The School-wide Evaluation Tool (SET) SWPB4L 2020

The SET aims to determine how accurately school-wide PB4L is being implemented and was carried out at Owhiro Bay School on 17/02/2020. It consists of a number of evaluation questions that are divided into seven sub-scales. The following summary outlines some of the elements in the sub-scales and specifically highlights the strengths of the implementation at the school. In addition, areas are also identified for future direction and/or planning considerations.

Sub-scale	Elements	Quantitative measure	Strengths and Achievements	Suggested Future Directions and Planning

A. Expectations defined	Evidence that the school's expectations have been defined clearly and that these are visible across the school.	100%	Rocks – Respect, Originality, Confidence, Kindness and Success are established values All the senior school students knew the values.	Clarifying ROCKS values as opposed to ROCKS Home Learning
B. Expectations taught	Evidence that the school has a system for teaching expectations. This sub-scale includes looking at how your school organises its teaching of social behaviour and staff/student knowledge of school-wide expectations.	100%	Lesson Plans for outside, corridors & library developed & taught.	Reteach last year's lesson plans for values & locations etc., e.g. corridors & playground & library & develop new ones for classrooms; and develop a schedule for teaching; develop some written social stories to reflect those expectations.
C. Rewarding expected behaviour	Evidence that the school has a system for rewarding social behaviour and that the staff use this system.	100%	There is an established system for recognising the rocks values. Students are given values vouchers and one section goes home and the other goes into a box for a draw. The students are given certificates out at assembly.	Revisiting the values vouchers and making sure all teachers are giving out the vouchers. Consider how to implement a whole school system for positive acknowledgements in a class setting.
D. Responding to behaviour problems	Evidence that the school's system for responding to problem behaviour is understood consistently by staff.	87.5%	All staff indicated that they would refer serious behaviours to the leadership team as agreed with the Principal.	A flowchart has been developed for managing minor & major; to develop the section for 'crisis'
E. Monitoring and Decision Making	Evidence that data is summarised and reported to staff.	100%	Data is collected by the staff, entered by Niky or the teacher put onto etap. The data and is shared with the staff and used to make decisions and to analyse trends & patterns.	Looking to use the e-tap app when available. Revisit how this is managed. May be worth looking at behaviour patterns over time.

F. Management	Evidence that the school leadership has embedded PBL goals into the school's overall goals and operations.	100%	PB4L is included in the charter under Kindness and the rock values are the heading in the charter. There is a budget for PB4L SW.	Wendy will send the TIC spreadsheet with this year's actions on it to support monitoring progress on the Action Plan.
G. Regional Level Support	Evidence that the school team connects with regional personnel and allocates funding for school-wide PBL.	100%	Wendy is available to ask questions & other supports as requested.	

Overall score: 98.2%

Thank you for making me welcome to your school. It was great that the ROCKS values are so well known already in your journey and you are building a range of lesson plans. Your clarity of focus for 2020 will help you to move along the journey. The challenge for Ōwhiro Bay School will be to manage the change of key staff, but this is an important focus to build systems for sustainability over time.

Wendy Taylor

PB4L School-wide Practitioner

School Name:	Owhiro Bay School	School Number:	2942

Strategic Goal:	Move from our paper based reporting system to an online environment which provides for real time engagement for ākonga, parents, caregivers and whānau.
2019 Annual Aim:	Introduce a written reporting format that encompasses the Key Competencies.
Target:	To use SPOTLIGHT as a reporting tool with 3 families per classroom throughout 2019.

Baseline Data:
Our current reporting system is still heavily influenced by the National Standards. The graphics and ticks draw parents'/whānau attention away from the written narrative.

Actions *What did we do?*	Outcomes *What happened?*	Reasons for the variance *Why did it happen?*	Evaluation *Where to next?*
- Created an interim written reporting format that complied with current legislation and reflected our vision, including adding student voice. - This report format was shared during 3-way conferences. - We had a PD session with Andy McFarlane at the beginning of the year to introduce the wider team to the tool. - Staff selected 3 students to trial SPOTLIGHT with in either maths, reading or writing. - We allocated some staff meeting time to sharing our individual knowledge/skills in relation to SPOTLIGHT as a tool	- Our new reporting format required staff to think differently about the way in which they recorded information - Parents became aware of where their child/ren were at in relation to NZ Curriculum benchmarks - The new interim reporting system was embedded - In terms of SPOTLIGHT we did not successfully complete the 3 student trial per class as planned.	- Key staff member leading this initiative was away on maternity leave and it was difficult to maintain momentum in her absence - Some staff were reluctant to embrace SPOTLIGHT as the main planning tool/system - Lack of teacher planning meant that students had nothing to upload their evidence to. - Our IT hardware required upgrading-new chrome books and laptops were purchased to help with this.	We need to go back to basics- Teacher planning to be completed using SPOTLIGHT. Students QR codes to be printed and readily accessible. Staff/students taught how to use the QR code to upload evidence via ipad, chromebooks etc. Vikki Martin Deputy Principal to investigate the use of the app and develop a timeline and launch to parents of SPOTLIGHT.

● In Term 4, we checked in to see how we were progressing and what needed to happen next.			

Planning for next year:

Expectations regarding the use of SPOTLIGHT to be made clear to staff from the outset, in terms of planning and uploading of evidence.
Progress in the use of SPOTLIGHT by staff and students as agreed, to be monitored regularly by Vikki Martin during DP release time.
1-1 sessions with Vikki as mentor to support the team with individual next steps.
 A further PD session booked with Andy McFarlane in response to teacher need/feedback for the beginning of 2020.