

# Leamington School Analysis of Variance - 2020



<b>Initiatives specifically targeted at having metrics of impact in areas our community values - Leesa - R</b>	<b>4</b>
Continue to monitor student achievement and progress in literacy and numeracy and develop tools and metrics to purposefully grow hauora with a particular emphasis on:	4
Achievement Challenge Children	4
Maori	4
Boys	4
Booster Groups	4
Linc Ed Implementation - Working with all stakeholders to ensure the roll out of Linc Ed exploits the potential of the tool to maximise effectiveness for teachers, administration, reporting to parents, assessment - Leesa - R	5
<b>Initiatives specifically targeted at developing Pedagogy to enhance success as learners (Focus Groups)</b>	<b>6</b>
Leveraging Teaching as Inquiry to enhance and extend learning opportunities - Mel	6
Emotional Intelligence - Mel - R	7
Kiwisport Initiative	8
<b>Initiatives specifically targeted at developing people - Mike - R</b>	<b>10</b>
Team health - Mike - R	10
Onboarding of new staff members	10
<b>Initiatives specifically designed to strengthen learning links with community - Mike - R</b>	<b>12</b>
Partnering with community to help develop shared understanding of the things they would notice around Leamington School - Mike - R	12
Cambridge Community of Learning - Mike - R	12
BOT Communication with the Community	12
<b>Initiatives specifically targeted at developing opportunities for children and families - Leesa - R</b>	<b>14</b>
<b>Initiatives specifically targeted at essential school infrastructure and operations - Mike - R</b>	<b>14</b>
Funky Kids Club	14
Banked Staffing	14
Enrolment scheme	14
Property Development	15



**Initiatives specifically targeted at having metrics of impact in areas our community values - Leesa - R**

**Continue to monitor student achievement and progress in literacy and numeracy and develop tools and metrics to purposefully grow hauora with a particular emphasis on:**

- Achievement Challenge Children
- Maori
- Boys

1. Continue to closely monitor progress and success in literacy and numeracy through dashboard data and teacher referrals and provide interventions as able (including Booster Groups).
2. Identify and support children identified as having indicators of future underachievement which could lead to difficulty accessing the curriculum
3. Metrics of impact
  - a. 100% of Achievement Challenge children reaching their learning goals by extending current academic attainment levels for every individual student from the previous year - both Maaori and Non-Maaori in reading, writing and math.
  - b. 100% of Achievement Challenge children reaching their Hauora (Leamington Learner) goal - Increase emotional intelligence and overall happiness for every child
  - c. 85% of Year 6 students working within or above curriculum level 3 by the end of the school year in reading, writing and maths
  - d. Dashboard data indicates 85% of year 4 students are on track to be working within or above curriculum level 3 by the end of year 6.

1. Complete/ongoing. The move from Linc-Ed to Hero during the year meant that some more professional development had to be put in place to support staff with monitoring children and accessing the information they required. Time was put into ensuring teachers understood the link between goal setting and progressions data - and that this data was used to report to our community - therefore it is essential that the data is updated on a regular basis. Increased knowledge of how to pull data from Hero has meant that we have been able to identify specific gaps in learning for children as well as ensure we are referring those who need it to appropriate intervention groups. Our referral process was reviewed and changes were made to referral forms to both simplify these for teachers as well as provide a clearer picture of the individual needs of each child.
2. Complete / ongoing. As above, we are now diving into the learner goals that children are wrestling with and providing more targeted support in this area. We are utilizing the 'tags' function on Hero to track and monitor those children who need support. This also allows us to continue to monitor these children over their time at school. Our Achievement Challenge Document has supported teachers in identifying the specific goals that these children are working on and also the strengths that they bring which may not always be obvious. This process also includes voice from the child and caregivers to create a strong support network for the child.
3. Metrics of Impact. Complete.

	End Term 2	End Term 3	End Term 4
AC Academic Goals	78%	83%	88%
AC Leamington Learner Goal	78%	74%	89%
Year 6 Reading	79%	87%	89%
Year 6 Writing	50%	67%	69%
Year 6 Maths	64%	77%	80%
Year 4 Reading	65%	83%	86%
Year 4 Writing	59%	83%	85%
Year 4 Maths	52%	68%	70%

<b>Booster Groups</b>	1. Continue the effective implementation of booster group program in numeracy and literacy.	1. Complete. The motivation, knowledge and confidence of the children who attend these groups have been identified by classroom teachers, Booster group teachers, and by the participating children. Additional groups focused on extension in these areas have proved successful and been reported to the BOT. 2. Complete. Reports to the BOT through the year indicate the impact of these programs and the barriers. 3. Complete. In 2021 we are able to continue with both Math and Literacy booster groups.
	2. Use data to monitor the ongoing effectiveness of the booster group program.	
	3. Make a recommendation to the BOT about the continuation of the booster group program into future based on data and budget recommendations.	
	4. Longitudinal data collected on students who are involved in Booster groups to monitor their progress over time to help better understand their progress post intervention.	5. Ongoing - systems are in place to enable this tracking but it will take more time to be able to see how these children are tracking over time. The use of 'tags' on Hero enables us to form groups and monitor these groups over time (Terms, Years).

<b>Linc Ed Implementation - Working with all stakeholders to ensure the roll out of Linc Ed exploits the potential of the tool to maximise effectiveness for teachers, administration, reporting to parents, assessment - Leesa - R</b>		
	1. Implement Hero Student management system across the school to better support student learning through progress and assessment	1. Complete / ongoing - The move from Linc-Ed to Hero during the year meant that some more support had to be put in place to support staff with monitoring children and accessing the information they required.
	2. Teachers upskilled with how to use the tool to its potential	2. Complete / ongoing
	3. Scales and progressions set up within the tool to match Leamington learning expectations	3. Complete / ongoing
	4. Reporting to Parents component tested	4. Complete / ongoing

## Initiatives specifically targeted at developing Pedagogy to enhance success as learners (Focus Groups)

### Development of Focus Groups to enable consolidation, amplification and mobilisation of effective practice

1. Review progress from previous years
2. Identify key pieces of literature to underpin key practice areas
3. Focus groups identifying key pedagogical practices that support success
4. Focus groups synthesis essential practices identified
5. Focus groups test practices in classes
6. Focus groups share findings with other teachers across the school
7. Develop booklets to act as teacher tools to clearly identify essential practice across the school that we aim to be consistent.

Focus groups have reviewed work from previous years and developed an action plan for the year. COVID interrupted the progress of a great deal of this work due to Term 2 being in lock down and Term 3 focusing mainly on re-integrating children back into school. Given that Term 2 and 3 is when the large majority of development occurs, the development of this initiative needs to be reviewed through this lens. Despite that, the final result of Kookiri Ako booklets being developed, reviewed and ready for implementation for 2021 is something the team should be proud of. Focus in 2021 now shifts to solidifying, amplifying and mobilising the effective practice these booklets describe.

### Leveraging Teaching as Inquiry to enhance and extend learning opportunities - Mel

1. Develop a shared vision, understanding and action plan for the revitalization of PLIC and its noticeable impact for the learner and the teacher.
2. Focus group established to harness the talents of teachers, capture best practice in literature and develop tools for mobilising practice across the school to support inquiry.
3. Focus group road map continually updated to reflect the direction of the school / pedagogy developments / teacher reflection and use this to strengthen cohesion across the school with other Focus group areas.
4. Redesign, refocus, creation of new tools in the PLIC process as needed to strengthen our teaching as inquiry approach.
5. Meet as a group regularly to share effective practise and new learnings.
6. Involvement in Te Puna o Kemureti to mobilise practice across the community and harness practice to strengthen Inquiry within Leamington.
7. Use the Possibilities of Practice tool to support the work of the focus group.

Regardless of the disruptions of COVID, our team was committed to increasing their shared understanding and capabilities of the inquiry process; with the biggest motivation to increase outcomes for all learners. The PLIC focus group developed resources to support the inquiry process and supported teachers throughout their journey. Teachers would regularly meet with their focus groups, thinking partners and smackdown groups to share their struggles and successes, gain clarity around their next steps, discuss best practices and have robust discussions about the data that they were using to measure their impact. Due to the intentionality of these collegial conversations, teachers were requesting and inviting others into their spaces to see certain practices in action. This will be encouraged throughout 2021 to support the mobilising and amplifying of effective practice across our Kura. With the review of the practising teacher criteria, we have collaboratively developed a growth cycle model that reflects the culture and learning dispositions of our Kura; this will be implemented throughout 2021. We have deliberately narrowed the whole school inquiry scope to 'literacy' based themes which have been identified across our Kaahui Ako as being a priority.

### Emotional Intelligence - Mel - R

1. Train teachers to use emotional intelligence tools and work with children
2. Develop some metrics about growth in emotional intelligence
3. Make recommendations to the BOT about next steps with developing and supporting emotional intelligence within the school
4. Work with parents to support their children as able
5. Work with teachers to allow them to better support the development of emotional intelligence within classes
6. Provide feedback to Roache Martin and the school about the emotional tools being used
7. Develop a clear understanding of resilience to share with the community and metrics of noticeables

Throughout 2020 the Emotional Agile Focus group increased in size which allowed the group to gain traction across our kura. We were fortunate enough to have members in each team and they were able to advocate and model teaching strategies to support all learners. Within and beyond our setting, there was an increase in emotional upheaval for our tamariki. This also motivated teachers and parents to seek support and increase their understanding of the EA regulation strategies. The Emotionally Agile team developed digital journals that were filled with lessons for teachers to use with their classes as they saw fit. These resources aligned with the CoGs and Virtues, Roch Martins' Emotional Competencies and New Zealand Curriculum. The Emotionally Agile team developed a Kookiri that clearly outlines how to plan and implement EA strategies into the classroom. Throughout 2021 this will be supported by one of the lead team members who will be working in classrooms beside teachers to support the delivery of Emotionally Agility. This will allow teachers who are less confident in this area, support on the spot, a framework they can use/modify and the depth that can be explored with the kids.

<p><b>Kiwisport Initiative</b></p>		<p>Employ a sport coordinator to help create pathways for children into sport.</p>	<p>Complete. The School employed a sport co-ordinator and allocated a unit to support sport.</p> <p>PE budget supplied sporting equipment for children to use during class and break time.</p> <p>A range of Sport Waikato experiences were provided to children to engage in a range of sporting codes.</p>
		<p>Provide Sporting Opportunities for children to engage in a range of sporting and physical exercise actives during both class and break times.</p> <p>Continue to use funds to purchase sporting equipment for children to use across the school.</p>	



## Initiatives specifically targeted at developing people - Mike - R

Team health - Mike - R		
<ul style="list-style-type: none"> <li>➤ Healthy teams multiply intelligence.</li> <li>➤ Many aspects of a normal team derail team health through the way they deal with conflict, manage time.</li> <li>➤ Leadership that supports team health is going to be central to maximising student achieving possibilities.</li> </ul>	<ol style="list-style-type: none"> <li>1. Continually bring team health to the forefront of effective leadership.</li> <li>2. Develop a questionnaire that illuminates team health</li> <li>3. Insert team health as a core component of leadership job descriptions</li> <li>4. Explore ways to maximise meeting effectiveness.</li> <li>5. Social Club organises at least one staff function per term.</li> <li>6. Opportunities for staff to socialise at the end of the week.</li> <li>7. Activities planned for during school time to bring staff together to socialise and have fun.</li> </ol>	<ol style="list-style-type: none"> <li>1. Complete. Book study this year was effective in continually talking about effective leadership practice</li> <li>2. Complete. Results indicate that team health and morale are high.</li> <li>3. Complete.</li> <li>4. Complete</li> <li>5. Complete</li> <li>6. Complete</li> <li>7. Complete / ongoing</li> </ol>

Onboarding of new staff members		
<ul style="list-style-type: none"> <li>➤ As the school roll continues to grow, and we develop leaders who will take up opportunities in other schools the regularity of new staff members increases.</li> <li>➤ Maintaining the strengths of the school can only be maintained through effective onboarding systems.</li> <li>➤ With a school the size of Leamington there will always be people coming and going so effective onboarding will be essential to maintain previous lessons learnt and to retell our stories of development.</li> </ul>	<p>Induction of new staff members through a coaching and mentoring model</p> <ul style="list-style-type: none"> <li>○ Cogs</li> <li>○ Virtues</li> <li>○ Progressions</li> <li>○ Language of learning</li> <li>○ PLIC</li> </ul> <p>Redesign of Onboarding processes in the form of a passport of capture and support understanding of leamington tikanga. Spend time with new teachers to find what we can learn from other schools they have been in to enhance our practice. Support new leaders in their roles to reflect on effective leadership practice that multiplies the potential of those they work with</p>	<p>Ongoing - we set things up in this space but then lost sight of intentionally supporting this through many factors - including COVID. This is an area we have redesigned completely for 2021 based on lessons learnt.</p>



## Initiatives specifically designed to strengthen learning links with community - Mike - R

<b>Partnering with community to help develop shared understanding of the things they would notice around Leamington School - Mike - R</b>			
	<ul style="list-style-type: none"> <li>➤ With the many changes happening in education, keeping parents involved, informed and shaping the future of our school is critical to continual community ownership.</li> <li>➤ Parents as ambassadors to the community of the educational benefits and innovations of the school is critical to the school being central to the community endorsement.</li> </ul>	<ul style="list-style-type: none"> <li>● Oversee the development and implementation of a communication plan that includes face to face meetings, web resources, newsletter resources etc.</li> <li>● Engaging parents and BOT in the impact of school focus areas</li> </ul>	Ongoing. This has been included in our strategic plan moving into 2021

<b>Cambridge Community of Learning - Mike - R</b>			
	<ul style="list-style-type: none"> <li>➤ Involvement in Cambridge Community of Learning to help support Leamington Learner vision for school and wider into the community and support all learners educational pathways.</li> </ul>	<ul style="list-style-type: none"> <li>● Develop collaboration between schools to challenge the “tribal” way of thinking about individual schools.</li> <li>●</li> <li>● Engagement with the strategic direction of the Kaahui ako</li> </ul>	With a changing of the guard late in 2020 there is now a greater degree of clarity about what the shared focus will be moving forward.

<b>BOT Communication with the Community</b>	Keeping the Community informed of developments within and across the school is a priority with all the changes happening both with property and educational practice.	BOT Newsletter each term.	Ongoing - this is something the new BOT is now positioned to take forward.
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<p><b>Property Development</b></p> <ul style="list-style-type: none"> <li>➤ Over recent years the school has experienced roll growth, changes through first time enrolments and upgrading facilities around the school through the 5YA.</li> <li>➤ Continually upgrading facilities to best fit the needs of the community and reflect current pedagogy maintains the schools status within the community.</li> <li>➤ A new 5YA brings opportunities to allow property to follow pedagogy shifts within the school.</li> </ul>	1. Implementation of 5YA	<ol style="list-style-type: none"> <li>1. Ongoing</li> <li>2. Complete</li> <li>3. Complete</li> <li>4. Using SIPS funding, awaiting plans to be complete</li> <li>5. Complete</li> <li>6. Complete</li> <li>7. Ongoing</li> <li>8. Ongoing - finding required</li> <li>9. Complete</li> <li>10. Ongoing</li> </ol>
	2. Essential infrastructure work completed – Recladding of roof areas in disrepair	
	3. Construction of new classes	
	4. Modernisation of Hall toilets to cater for new toileting expectations (removal of showers, addition of new toilets, replace old toilets, address leaking issues in ceiling, repaint.)	
	5. Window into vault	
	6. Upgrade of school fire security system	
	7. Signage around school to meet new health and safety requirements.	
	8. Extend security camera coverage	
	9. Explore possible crossing on Lamb Street to support pedestrians entering Cowley Drive area	
	10. Play based learning environment	