

# Analysis of Variance Reporting



<b>School Name:</b>	Riverdale School	<b>School Number:</b>	
<b>Strategic Aim:</b>	All students including Maori and Pacifica students and students with special needs are able to access the New Zealand curriculum through our School curriculum. As evidenced by progress and achievement in relation to National Standards, and demonstrated through Nga Matapono (the Key Competencies) including pride in their unique identity, language and culture. And are supported in their learning where necessary so they can progress in relation to The New Zealand Curriculum and fully participate and contribute to the School, community environment and the global community.		
<b>Annual Aim:</b>	Student Achievement Target 1: Inquiry – (PBL) Focus Area: Problem Based learning through targeted exploration		
<b>Target:</b>	All teachers and students, particularly Year 3 and 4		
<b>Baseline Data:</b>	More than 85% of students at Riverdale School achieve AT or ABOVE the National Standards therefore the focus is on enriching the creativity and capacity to learn through exploration.		

<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>Teacher Only Day presentation from Nikki Harland (Deputy Principal) on STEAM/PBL and the changing role of the teacher.</p> <p>Collaborations of 3-4 teachers across the school established in 2017</p> <ul style="list-style-type: none"> <li>• Expectation from Senior Management that the third teacher would be used as a ROVE ,and then upon additional research and thinking, as a CONNECT teacher</li> <li>• Discussion around the changing role of the teacher at Senior Management, Team Leader Think Tank and then in Teams.</li> </ul> <p>Identification of Nikki Harland as onsite coach or Mentor who has had coaching conversations with Team Leaders</p> <p>Andrea (Deputy Principal) and Debra Peck (Principal) attended the INTASE Conference with the focus on Creativity – Sir Ken Robinson</p>	<p>Teachers have adapted their programmes to include rich problem solving and opportunities for exploration:</p> <p>Piako 1 – Play Based learning as a parallel programme through reading and mathematics</p> <p>Piako 2 – Make It Monday’s (following the Technology Process) and OPT in workshops for cooking, art and technology.</p> <p>Pae Ake – STEAM and PBL inquiry in Term 1, evolved to OPT IN Creativity and Inquiry workshops in Term 3 for Materials Technology (Wearable Arts), Digital Technology and Sports Creativity. Term 4 OPT IN workshops for Science</p> <p>Poutama – STEAM and PBL activities, evolved into the establishment of Te Whai Kupenga parallel programme in Term 3. Arts Focus through Term 3, Hauora Focus through Term 4.</p> <p>Pounamu Atawahi – From Term 2 onwards the creation of intensive inquiry(Tutaeporoporo) and creativity (Paieka) parallel</p>	<p>Following the Professional Development from the INTASE Conference Andrea and Debra shared their learning with Team Leaders and the Board of Trustees.</p> <p>This new learning assisted in the development of the creativity and intensive inquiry programme in Pounamu Atawahi.</p> <p>The success of this then created a ripple effect as each remaining team considered how they could them emulate this model for their children considering their age and stage of development.</p> <p>Each teacher and Team Leader at Riverdale School is dedicated to continuing to research, inquire, adapt and improve the quality of teaching and learning across all the flexible learning environments.</p>	<p>Continue to build on our current programmes and ensure that creativity, problem based learning are a core part of learning at Riverdale School</p> <p>Identify ways to determine the effect on learning from our programmes;</p> <ul style="list-style-type: none"> <li>• Learner Voice</li> <li>• End of Year Data Monitoring</li> </ul> <p>Identify and visit other schools from whom we can learn</p> <p>Team Leaders to provide a review of the adaptations of the programmes made in 2017 and suggestions for next steps in 2018.</p>

<p>Review of STEAM resources and purchase of key resources to enhance teaching of learning</p>	<p>programmes alongside – Te Wheke; literacy and numeracy workshops.</p> <p>Nikki Harland has supported Team Leaders through the adaptation of the programme through “Just in Time” coaching sessions.</p> <p>Teams were asked to review the current STEAM resources available and then created a wish list. Nikki Harland then purchased new resources.</p>	<p>Resources are a necessary part of creativity. We needed to increase the access to a wider range of STEAM resources</p>	<p>Provide sufficient budgeting for consumables to be able to provide regular hands on, authentic, STEAM or PBL learning experiences</p>
<p><b><u>Kotahitanga Cluster –</u></b></p> <p>Teachers and Team Leaders have attended Professional learning sessions that may have included;</p> <ul style="list-style-type: none"> <li>• STEAM/PBL</li> <li>• Rich Maths/Problem Solving</li> <li>• Meaningful Independent tasks</li> <li>• Growth Mindset</li> <li>• Year level Group conversations on using Collaboration and Co-operation to engage learners</li> <li>• Writer’s Notebook</li> </ul>	<p>Teachers have applied the professional learning to their growing understanding, research and inquiry into the changing role of the teacher in a flexible learning environment.</p>		<p>Use Kotahitanga Cluster to access professional learning to enhance our research</p> <ul style="list-style-type: none"> <li>• Rita Palmer</li> <li>• Professional Reading</li> <li>• Workshops</li> <li>• Conferences where creativity is a focus</li> </ul>

- Technology – tools for authentic Self Directed Learning
- Mentor Texts

Pae Ake has worked with Rita Palmer to adapt their programme to merge Inquiry with Writing, creating and authentic purpose for Writing.

Kelly Mercer (Deputy Principal) attended a Guy Claxton Professional Learning session

**Learning in the Fast Lane – Suzy Pepper Rollins**

Professional Text for all staff

**Big Picture Reports:**

Reports have been shared with the Board of Trustees that include samples of student voice and detail the

Pae Ake are currently developing their Inquiry and Writing programme, with the support of Rita Palmer.

Rita has attended 2 team meetings, model teaching the Mentor Text and has observed the teachers and learners giving feedback and feed forward.

Teachers explored a range of learning techniques through personal Teacher Inquiry

- TIP charts
- Acceleration
- Student motivation and self efficacy
- Providing effective Feedback

Using the reflective comments from these reports and learner voice further adaptations have been made to the programmes

Pae Ake teachers attended the Writer’s Notebook workshop as part of the Kotahitanga Cluster.

The team were needing to adapt their writing programme as it was cross-grouped and ability levelled. The teachers were inquiring – how can we provide a more rich and authentic purpose for writing? What would be the effect on student outcomes?

Teachers completed a petite inquiry using the professional learning text. These were shared in mixed teams and discussed at a Staff Meeting at the end of Term 2.

Pae Ake to share their learning with other teachers and teams.

Rita Palmer to work alongside other teams in 2018.

implementation of creativity, problem based learning and inquiry

A look inside Pounamu Atawahai – Andrea Harnett

A look inside the Middle – Kelly Mercer

Explore (Play Based Inquiry) – Nikki Harland

The Riverdale School Board is fully informed of the implementation of the programmes across the school that are aimed at meeting the Annual Aim: Student Achievement Target 1 – Inquiry – (PBL)

**Planning for next year:**

Provide a description of the actions the board will take to address any targets that were not achieved. This may involve including aims and targets in next year's charter to address the variance.