Carterton School
Learning together to achieve success

Analysis of Variance 2019

Contents:

Carterton School Annual Plan 2019 - 2021 10 June 2019

Our values: I Respect myself, Respect others and Respect our environment.

Mana motuhake, Manaakitanga, Kaitiakitanga 2019-2020 Outcomes

2019-2020 Outcomes

- An increase in awareness and pride in what the School is doing/ achieving
- The school roll is increased to 300+ for the 2020 academic year with an upwards trend in following years - because students want to be here
- There is increased retention of Years 7 & 8 (50%+ 2020 and upward trend in following years)
- Students, staff and parents feel part of a positive and engaged school community where everyone is respectful and caring.
- Consistent teaching approaches through Health & Wellbeing support students to feel safe and content at Carterton School.
- An increase in positive behaviours and perceptions across the school
- Optimise expenditure and resources to support the schools' strategic goals
- Ensure the necessary information is available to understand and manage student and school performance, including through the use of Carterton Schools learning progressions in reading, writing and mathematics.
- 85% of students meet school achievement expectations in reading, writing and mathematics.
- Each student will make at least 1 years progress each academic year in reading, writing & maths
- Carterton School is delivering teaching and learning programmes that provide students with the ability to succeed
- Carterton School is delivering quality education reflective of its local culture - through the development of Carterton School's local curriculum
- Assessment practices across the school reflect the needs and next learning steps for all students and are shared with whānau
- Specific indicators drafted, reviewed and documented to support Māori achieving success as Māori
- Teaching practices across the school reflect quality teaching and learning and is differentiated to suit individual students needs
- School management and teaching staff identify and share teaching practices that improve and support learning success for individual students
- Learning experiences are aimed at meeting the range of students' needs (i.e. differentiated) to support equity and excellence

Strategic Goal 1 - Oranga/ Wellbeing Provide a school environment that is emotionally and physically safe. Student and staff wellbeing is prioritised and supported.

2019-2020 How will we meet this goal?	Action / timeline / responsibility	Outcomes / Measurement	AOV
Provide a clear vision and direction for the school that meets the aims of students, parents and staff and is actively and transparently managed to ensure success.	Engagement with the school community to define 'Learning Together to Achieve Success'. What is success? Drop in sessions & short surveys. (BOT / Principal) Share Kāhui Ako plan with wellbeing for success at it's centre. (Principal / Within school teacher) Discussion groups. Mini surveys / polls. BOT parent survey Term 3 Principal / BOT / Staff / Whānau / Students 'Publicised positives' across the wider Carterton community. From Term 2. (Principal / DP) Open roll to out of zone enrolments each term. (BOT) Monthly BOT outcomes dashboard tracks roll numbers. Year 7&8 curriculum developed and advertised in the community. (Kahikatea leader/ DP / Principal) School Strategic and Annual Plans are shared with the community. Term 3-4. (BOT)	Students, staff and parents feel part of a positive and engaged school community. Regular Consultation with the school community via 'Drop in Centre'. School Surveys. An increase in awareness and pride in what the School is doing/ achieving School surveys The school roll is increased to 300+ for the 2020 academic year with an upwards trend in following years - because students want to be here. Tracking and reporting to BOT There is increased retention of Years 7&8 (50%+ 2020) Roll start of 2020	Drop in Centre's were held during Term Two. BOT parent survey was not completed. Staff and students Well-Being surveys completed and actions were created / next steps to continue growth of well-being across the school. Publicised positives were shared through communication to the Carterton School community via FB, newsletter, skool loop Out of Zone enrolment was open to during terms 3 and 4. Literacy and Numeracy reports were shared twice a year to BOT. School Strategic and Annual Plans were not shared with the community during Term 3 and 4, other properties were identified during this time. There was an increase in the retention of Year 7 students for 2020. Out of 34 students, 24 students continue their school at Carterton School.
Our principles, values and key competencies are reflected across the school (ERO recommendation)	The school 3Rs become the focus for values and principles teaching. (Teachers) From Term 3 Wellbeing teaching resources shared and aligned across the school. Regular teaching of Wellbeing content. Term 3 (Teachers & Team Leaders) BOT meetings focus on Health & Wellbeing as a priority (BOT)	Consistent teaching approaches through Health and Wellbeing support students to feel safe and content at Carterton School. Student Voice through student surveys and Student Led Inquiry	Behaviour management review during term 3, restructure and focus on the Carterton School Three R's was implemented across the school. Data from the 2019 survey will be compared against the 2020 Well-Being Survey to identify patterns and trends. A mentor was given to the acting principal, while the principal was on leave to support and assist in the

			role.
All students and members of the Carterton School community value diversity and difference	Students' language, culture & identity are a focus / considered in all curriculum planning and teaching. Students & teachers have input into what and how they are learning & teaching each term. Learning is differentiated and meets the needs of Māori and non Māori students. (Students / Teachers) Sharing across & between school/s. Team & school assemblies. Local media. School website & FB. Action in the community. Participation in Kāhui Ako joint inquiries & activities. (All)	Students, staff and parents feel part of a positive and engaged school community where everyone is respectful and caring. Regular Consultation with school community via 'Drop in Centre'. School Surveys. An increase in awareness and pride in what the School is doing/ achieving School surveys	Staff and teacher's value the diverse cultures at Carterton School. Culturally reflective practices are displayed in classrooms and teaching practice. School communication and awareness of events and activities was increased on social media and school newsletters. Articles were published into the Carterton Crier about events and success of Carterton School. (eg: green gold, athletics day)
Families and whānau aspirations contribute to planning, development and review of the school programmes. (ERO recommendation)	Curriculum team participate in MoE Local Curriculum PLD Term 3-4. Collate current documentation. Engage stakeholders, including students & whānau, in defining 'Success'. Term 3 – 4. Include in curriculum documentation. (Curriculum team / all stakeholders) Fixed Term Management Unit Term 3 to support this. (Principal) Include question/s in BOT end of year parent survey. (BOT)	Students, staff and parents feel part of a positive and engaged school community Regular consultation with school community via 'Drop in Centre' An increase in positive behaviours and perceptions across the school School Surveys Behaviour management system Community perception and positive feedback from others/parents/whānau	Documentation of Local Curriculum was collected and put into a google slide. Term 4 had a new implementation of a behaviour management system for rewards across the school. Community was advised via newsletter about the behaviour management process and local businesses helped to support with prizes. Engage with stakeholders, including students & whānau, in defining 'Success' did not happen, other properties were identified during this time.
Clear expectations of students, staff and parents behaviours that reflect the schools principles and values are established, communicated and managed	Education Council 'Practicing Teacher Criteria', Collective Agreement 'Professional Standards' and 'Tātaiako Competencies' used as basis for teacher job descriptions. Term 2 (Principal) Staff collaborate to record expectations of teachers & support staff behaviour at Carterton School. Term 4. (All staff)	An increase in positive behaviours and perceptions across the school. School Surveys Behaviour management system Community perception and positive feedback from others/parents/whānau. Complaints log	School wide behaviour management system was reviewed and implemented during term 3 /4. Positive feedback was given from Carterton School community members about the positive rewards and acknowledgement for good behaviour. Reviewed behaviour management was shared with the community. Complaints log established online
A school behaviour management system that aligns with and supports the safety and wellbeing of students and staff	Term 3 teacher & support staff PLD day: Review current procedures & expectations. All staff participate in MoE 'Understanding Severe Behaviour Response' professional learning.	An increase in positive behaviours and perceptions across the school. School Surveys Behaviour Management System	A review of the schools behaviour management system at the beginning of term 3, resulted in change and the strengthening of tier III incidents. An online complaint log and register was created to

	Ongoing review of PB4L processes at school. (Termly PB4L team meetings. DP)	Complaints log	document incidents. Complaints procedure and process was shared with staff.
The physical environment of the school is welcoming, well maintained and meets the needs of students, staffa and the wider school community	Regular property checks and maintenance. (Caretaker) Ongoing improvement plans for the school environment. (Property committees/ PTA) Hire /use of the school hall by outside groups encouraged. Student voice – what do they want (eg entranceway Improvement	Students, staff and parents feel part of a positive and engaged school community Optimise expenditure and resources to support the schools' strategic goals. School Surveys School Property Plans & asset management	Regular upkeep of school grounds and maintenance is monitored by Caretaker and Principal. Health and Safety issues/risk are shared from staff at weekly admin meetings. Staff/Student/Whanau/Community voice was collected during term 4 about "what would make an engaging entrance way".
Enhance systems for recording and analysing behaviour, health and safety matters (ERO recommendation)	Continue recording of all injuries at school. (School office) Continue Police Vet checks for all adults on school grounds / trips. (Finance & Ops manager) Maintain and update Emergency management procedures as required. (Check termly. Principal)	Ensure the necessary information is available to understand and manage student and school performance. Optimise expenditure and resources to support the schools strategic goals All staff Police Vet Checked. All injuries recorded. Emergency management clipboards in each room kept up to date. Emergency procedures updated each term.	Injuries are recorded and documented in the first aid room. Students identified with health/medical needs are kept in a register. Police Vetting is required by all adults/helpers during a school trip or helping on a school site. Emergency clipboards are reviewed each term and class lists are updated by staff when required.
Implement robust evaluation processes and practices, to determine the impact of initiatives, identify and embed effective practice, and inform ongoing improvement for school wellbeing.	Timetables and allocation of resources (inc support staff) are flexible and respond to identified needs. (SENCO lead / Teachers / Team leaders / SENCom) New initiatives and well known programmes are reviewed at end of each SENCO cycle. Adapt / adopt / eliminate. (SENCom) Funding requests to BOT if required to support continuation / extension of successful programmes. (Principal)	Ensure the necessary information is available to understand and manage student and school performance. Principal & leadership reports to BOT Optimise expenditure and resources to support the schools strategic goals Finance committee	Funding was requested and granted by the BOT at the beginning of Term 3, which focused on academic achievement and behaviour. Some of these initiatives were successful during this time. Programme consisted of FivePlus, SevenPlus, Rainbow Reading, Stepsweb. Reporting process to BOT to be further reviewed in 2020.
The Board will prioritise budgets to support its strategic goals	Budgeting process & tracking are reviewed monthly. (Finance committee) New initiatives costed and reviewed at end of programme. Recommendation provided. (SENCO)	Optimise expenditure and resources to support the schools strategic goals. Finance reports to BOT.	Budget was provided for student achievement at the beginning of Term 3 focusing on academic success and achievement.
Data informs interventions.	Analysis of pastoral care data. (By month, term & year) Termly summary report written – to BOT. Annual report to BOT. Targeted actions, interventions and responses	Clear understanding of who is involved, when issues are arising and what is happening from data. Interventions based on student motivation.	The number of high frequency minor behaviour reduced with the implementation of positive rewards system in Term 4.

	Principal & DP / Team leaders / teachers.	Report to BoT (Termly & annual pastoral care reports) 85%+ students in PB4L 'green zone'. Reduction in high frequency minor behaviours.	
Implementation of an anti-bullying plan to ensure the school community is aware that no form of bullying or physical/ mental intimidation will be tolerated at Carterton School.	School wide Anti Bullying plan developed. Plan designed Term 2 (DP and Leadership team) and implemented across the school Term 3-4 & ongoing. Communicated with the school community. Launch to school community 4 July meeting. (Add link to the plan)	Plan published end Term 2. Consistent teaching approaches through Health and Wellbeing support students to feel safe and content at Carterton School. Report progress in plan to BoT termly. Number of bullying / major incidents reduces.	Anti-bullying policy was published and implied in Term 3. Shared to community via newsletter. There was some reduction in major incidents.
School PB4L procedures meet best practice.	Annual external review of PB4L School wide systems. Week 8 Term 2 (MoE) (Tiered Fidelity Inventory) Follow up action plan. Implemented from Term 3 (DP & PB4L Team).	80%+ result from TFI. Action plan designed. Feedback to BOT and school community start Term 3.	Review of PB4L School wide systems and annual review happened at the end of term 2. School wide behaviour management system was reviewed term 3 and changes were made to strengthen tier III.
All staff have shared understanding of, and consistently use, school wide behaviour management procedures.	Term 3 teacher & support staff PLD day: Review current procedures & expectations. All staff participate in MoE 'Understanding Severe Behaviour Response' professional learning.	Consistent teaching approaches through Health and Wellbeing support students to feel safe and content at Carterton School. Students, staff and parents feel part of a positive and engaged school community. (School surveys) An increase in positive behaviours and perceptions across the school. (Pastoral care reports & school surveys).	Staff / Support Staff / BOT member's attended Nathan Wallis "The developing brain". Understanding Severe Behaviour Response' professional learning did not happen, other properties were identified during this time.
Enhance community understanding of background and systems used at school and across NZ for managing behaviour of all students.	Parent information evening. 4 July 2019. To cover: Inclusion / legislation / practical responses at school & at home. Speakers invited: BOT / RTLB / PB4L SW / MoE senior adviser / police / public health nurse / NZSTA. Launch Anti Bullying Plan. Have a way for those who cannot attend to access information. Regular updates to parents about what is happening- share positive stories. Newsletter / FB / Crier. Drop in sessions. BOT annual survey of parents.	Students, staff and parents feel part of a positive and engaged school community. Shared understanding of background and systems at school. Responses from Drop in sessions & BOT Annual Parent survey show increased number of positive comments & responses.	Parent Evening was held Term 2 to share with the community the agencies and resources which are available to education and parents. Consultation was held with the community during Pet Day, focusing on four areas within the school. Updates and communication were shared via newsletter / FB / Crier. Next step is to inform people using skool loop for parents who don't use social media platforms for communication.
Regular feedback & 'measurement checks' of staff and student wellbeing.	NZCER Wellbeing @School survey for Yr 5-8 students and teachers completed in the first half of Term 3.	Students, staff and parents feel part of a positive and engaged school community.	Well-Being survey was completed during term 3 by all students and staff. This was the first time we had

	(Principal) Year 1-4 student survey designed to complete at same time. Results and summary to BOT in Term 3. Action plan for students (in Teams and school wide) and staff (complete with staff) completed second half of Term 3. (Leadership Team) Termly monitoring of how students & staff are feeling against a few key questions. Devise to trial end of Term 3. (Principal / Acting DP. Report to BOT.) Staff Wellbeing Team initiated. Term 3. Termly social events.	An increase in positive behaviours and perceptions across the school. Increased positive responses to Wellbeing @ School survey questions from 2018 to 2019.	included the Year 1 - 4 students in our well-being data. Ideas / suggestions / trends and patterns from the data were shared to staff and next steps were created. Survey was shared with the BOT and community via newsletter. Teacher's worked in Well-Being teams to
School Health & Safety policies & procedures align with NZSTA recommendations. School policies and procedures will be robust in their support of staff and students' Wellbeing.	Term 2-3 Policies updated according to Term 2 recommendations from NZSTA. (Principal) Focus on Wellbeing procedures for students & staff. (Leadership team. BOT)	An increase in positive behaviours and perceptions across the school. Students, staff and parents feel part of a positive and engaged school community Health & Safety Policies updated and form part of BoT work plan for reviews.	BOT, staff and students involved in the identification of hazards. Use of Hazard Identification forms. Twice a term principal and caretaker complete site health and safety analysis of school grounds. Hazards minimised or eliminated. Hazard survey is completed.
New BOT members understand the '3Rs' and school behaviour management procedures.	Induction information provided to BOT members. BOT Behaviour Management Handbook. Term 2-3 (DP / MoE) Discussed at Term 3 meeting. (Acting DP) Discussions at the BOT meeting all reflect the school 3Rs. (BOT)	BOT reflects 3Rs in all actions. As per minutes. BOT Behaviour Management Handbook sent to all BOT members.	Acting Principal and Acting Deputy Principal were informed about the changes to the behaviour management system. BOT meeting minutes reflect the use of the Carterton School 3R's.

Strategic Goal 2 – Akomanga / Academic

All students achieve to the best of their academic ability, as evidenced by their progress and achievement in relation to the New Zealand Curriculum and school wide expectations.

2019-2020 How will we meet this goal?	Action / timeline / responsibility	Outcomes / Measurement	AOV
Together students/teachers/whānau set clear learning goals/outcomes for each child to ensure that they are meeting their full potential and the school wide expectations	Students, teachers, whānau share clear goals for the year in reading, writing & maths for each student. Teacher / Student / Whānau Each student will make at least 1 years progress each academic year in reading, writing & maths Teachers track student progress (against personal goals) & achievement (against school expectations) each term on school wide recording format. A variety of assessment tools, including standardised tests, are used. Learning teams monthly discussion on potential exceptions noted in team minutes. All NZC learning areas have defined targets & progressions to measure student progress and achievement. Curriculum leaders Moderated learning progressions are used where available. Teacher / Curriculum team / Leadership Team Professional learning & development for teachers in Maths. ALiM & MOE PLD. MoE / Lead Team / Teachers Students have opportunity to participate & learn in all NZC Learning Areas. Teacher / Leadership team	85% of students meet school achievement expectations in reading, writing and mathematics. Each student will make at least 1 years progress each academic year in reading, writing & maths. Targets (against year groups) & progressions are in place and used by teachers for planning, teaching and assessment in each Learning Area. (Core learning areas in first instance). School management reporting	Teachers track and report student progress (against personal goals) & achievement (against school expectations) each term. Targets (against year groups) & progressions are in place and used by teachers for planning, teaching and assessment in each Learning Area. (Core learning areas in first instance). All Teaching Staff participate in Maths PLD provided by Education Cognition. PD focused on developing mathematical identities, talk moves, maths norms. Three staff members completed the first years course in ALiM (Accelerate Learning in Mathematics). Team meeting minutes identify target students. Moderation progression for literacy (writing rubric) for e-asttle was shared and used by staff to assess writing. Staff teaching practice incorporates all areas of the NZC.

Students who require acceleration or support in their learning are identified and plans are put in place to progress their performance	SENCO rotation identifies students requiring acceleration. Flexible support plans are documented and reviewed regularly. These will support equity and excellence. SENCO / Team leader / Teacher	Carterton School is delivering teaching and learning programmes that provide students with the ability to succeed School management reporting	Students requiring extension or support to accelerate their learning are identified as part of SENCO documentation. A few support programmes are in place (Rainbow Reading, Spring into Maths, FivePlus) to meet their needs.
Our School Curriculum includes local themes, contexts and resources (ERO recommendation)	Curriculum team participate in MoE Local Curriculum PLD Term 1. Collate current documentation. Engage stakeholders, including students & whānau, in defining 'Success'. Include in curriculum documentation. Curriculum team / all stakeholders By the end of 2019 MoE School Local Curriculum training has been completed. Our school Curriculum is collated and documented.	Carterton School is delivering quality education reflective of its local culture - through the development of Carterton School's local curriculum. School surveys	Staff participated in MoE Local Curriculum PD during term one. No further training was completed. During term 3 a google slide was created documenting the Carterton School local curriculum. Further development and focus into documenting the Carterton School Local Curriculum is required.
Families and whānau aspirations contribute to planning, development and review of the school programmes (ERO recommendation) (Also in Goal 1 & above)	Curriculum team participate in MoE Local Curriculum PLD Term 3-4. Collate current documentation. Engage stakeholders, including students & whānau, in defining 'Success'. Term 3 – 4. Include in curriculum documentation. (Curriculum team / all stakeholders) Fixed Term Management Unit Term 3 to support this. (Principal) Include question/s in BOT end of year parent survey. (BOT)	Students, staff and parents feel part of a positive and engaged school community School surveys	Consultation and community voice was collected during Pet Day. A fix term management unit was appoint to begin documenting the Carterton School Local Curriculum Staff did not participate in PLD for Local Curriculum, other properties were identified during this time. End of year parent survey was shared by board chair for leaving and exiting Carterton students.
Clear outlines of expectations for high quality teaching (ERO recommendation)	Teachers work together to define roles and expectations of teachers at Carterton School. Describing quality teaching and learning in Reading, Writing and Maths, including how learning is differentiated to meet student needs. Term 4 Descriptors documented. Term 4 Ensure the necessary information is available to understand and manage student and school performance through the use of Carterton Schools learning progressions in reading writing and mathematics. 2019- 2020	Teaching practices across the school reflect quality teaching and learning and is differentiated to suit individual students needs School surveys. Teacher observations	Quality deliberate acts of the teacher were shared and provided to staff during PD for mathematics. Ongoing development and implementation for Carterton School learner progression for literacy and numeracy have begun. Further development is required. Appraisal and observation were held in Terms 3/4.

Develop programmes at Year 7 and 8 that engage and excite senior students and cater for their specific learning and social needs.	Year 7&8 curriculum documented (Kahikatea Team Leader) Term 2-3 Student voice contributes to all plans.	50%+ retention of years 7 in 2019 with an upward trend in following years School management reporting Learning experiences are aimed at meeting the range of students' needs (i.e. differentiated) to support equity and excellence School management reporting School Surveys	Students / staff and community were consultation term 4 at pet day, regarding what would make an engaging programme for 7/8 students. This information and data has been used to implement a new programme for 2020. A pamphlet was created to document the Year 7/8 curriculum in Team Kahikatea and shared to the senior community.
Strengthen teachers', leaders' and trustees' understanding and use of internal evaluation to know what is making the most difference for learners' progress and achievement (ERO recommendation)	Indicators drafted, reviewed & documented to support Māori to achieve success as Māori. Evaluate the effectiveness of all strategies. (Termly Team leaders) Term 3 uses Term 2 data to review current progress & achievement. What is making the most difference? (Leadership Team) BOT receive training to support their role. (BOT/Principal)	Assessment practices across the school reflect the needs and next learning steps for all students and are shared with whānau. Specific indicators drafted, reviewed and documented to support Māori achieving success as Māori in place at end of 2019 Indicators used for end of year reporting.	Mid year data was shared with the BOT. Strengthening of internal evaluation needs to continue to happen and the BOT needs to be informed regularly. BOT attend several workshop meetings and assistance from STAR.
Evaluating the effectiveness all strategies and initiatives to identify key practices that improve student and/ or staff performance (ERO recommendation)	School management and teaching staff identify and share teaching practices that improve and support learning success for individual students. Teaching as Inquiry session and sharing. Term 3 & 4. Professional learning & development for teachers in Maths. ALiM & MOE PLD. MoE / Lead Team / Teachers Students have the opportunity to participate & learn in all NZC Learning Areas. Teacher / Leadership team	Optimise expenditure and resources to support the schools strategic goals and positive student outcomes.	Staff completed PD in mathematics during term 2 / 3. Staff attended Kahui Ako PD workshops and a teacher only day was held that focused on "Brain Development in early year" (Nathan Wallis - staff / support staff and BOT attended). Staff and leadership need to continue to develop capabilities to assess the effectiveness of programs and initiative for students.