Analysis of Variance Reporting

School Name:	Murrays Bay School	School Number:	1387

Strategic Aim:	Preserve and enhance our school culture where positive behaviour and learning are a way of life.
Annual Aim:	PC4L Align our school values with the Positive Culture for Learning Framework (PC4L)
Target:	PC4L Introduce the Positive Culture for Learning Framework (PC4L) across the school
Baseline Data	Student Survey: A mid-year (Term 2) and end-of-year (Term 4) student survey was carried out to gain comparative data.

Actions *What did we do?*	Outcomes *What happened?*	Reasons for the variance *Why did it happen?*	Evaluation *Where to next?*

● TOD was carried out at the start of the year with a MoE PB4L representative leading our proposed change of direction.	● This led to an increased awareness for all staff of the guiding principles of PB4L, which became PC4L (Positive Culture for Learning) at our school		
● Formed PLGs that met twice a term to discuss and implement PC4L strategies and ideas back to their individual year groups.	● New duty / active supervision timetable and teacher PD was carried out. ● New school-wide values signs and displays were created and implemented around the school.		
● PLG group (and then wider staff) formulated a shared PC4L language for students and teachers	● This was explicitly taught to all students during Term 1 and 2 by our classroom teachers and staff.		
● A mid-year (Term 2) survey was carried out to gain data. We wanted to know how students felt about the culture of what it is like to be a student at Murrays Bay Primary School.	● An analysis of mid-year data was carried out by our school PLG, where action points were developed and then put into place by the PLG's Year level teams.	● Overall, the mid-year survey results indicated that students at Murrays Bay School feel highly valued and supported as individuals, part of the wider school and by their teachers.	● PLGs carried on throughout the year. Teachers focused on the continued implementation of our PC4L shared language and values within classrooms and across the wider school.

● An end-of-year (Term 4) student survey was carried out to gain comparative data. We wanted to know how students felt about the culture of what it is like to be a student at Murrays Bay Primary School and compare that to data from the mid-year survey.	● An analysis of the end-of-year data was carried out by our DP.	● The end-year survey results indicated that students at Murrays Bay School still feel valued in most areas of school life. ● However, we did notice a slight variation in how students felt about being heard by teachers in different settings (ie the playground environment)	● A staff meeting was held at the start of 2025 to address and highlight areas for further development within PC4L. Also, to bring the variation to our staff's attention that came from the end-of-year survey. ● This was designed to make our staff aware of the importance children place on being heard in the playground. ● The PC4L target will continue in 2025.

School Name:	Murrays Bay School	School Number:	1387

Strategic Aim:	Implement a rich, authentic localised curriculum that ignites, innovates and connects all learning
Annual Aim:	**2.1** Embed and extend Structured Literacy teaching and learning across the school **2.2** Implement a Coherent Curriculum across the school **2.3** Implement HERO across the school for ongoing tracking and reporting
Target:	● Structured Literacy ensures there is a consistent, explicit, sequential teaching approach to reading, writing and oral language (communication) across the school. ○ By the end of 2024, 80% of students in Years 1 and 2 will have reached the target Stage of "Little Learners Love Literacy". ○ By the end of 2024, 80% of students in Years 3-6 will have mastered their year-group level of "The Code" list. ● All learners will have a seamless, coherent, connected learning pathway that builds on their understanding, knowledge and skills. ● Through HERO, learning is visible, reported regularly, in real-time and clearly outlines progress.
Baseline Data	At the beginning of 2024 70.3% of Year 1 and 64.9% of Year 2 students were achieving at target LLLL level (end of previous year target). At the beginning of 2024 41% of Year 3, 61% of Year 4, 39% of Year 5 and 70% of Year 6 students had mastered their current year-group level of "The Code" list.

Actions *What did we do?*	Outcomes *What happened?*	Reasons for the variance *Why did it happen?*	Evaluation *Where to next?*
Provide training for our new staff, as well as embed the Little Learners Love Literacy (LLLL) approach with Year 0-2.	All Y0-2 teachers attended MoE funded Structured Literacy courses through Liz Kane Literacy. Teachers were equipped to teach Structured Literacy using the Little Learners Love Literacy programme. Overall student performance improved in Years 1 and 2. 75.7% of Year 1 students and 76.5% of Year 2 students were achieving at the target stage.	Teachers had the skills and knowledge to teach Structured Literacy effectively.	Ensure new teachers to the school receive adequate training.
Provide training for new staff as well as embed The Code approach with Year 3-6.	As well as providing key training, we also refined school-wide expectations for delivery of The Code lessons, which included extra lessons for class 'target groups'. Overall student performance improved across Year 3-6. 80% of Year 3, 86% of Year 4, 74% of Year 5 and 79% of Year 6 students had mastered their year-level Code list by the end of the year.	Teachers had the skills and knowledge to teach The Code effectively. Students were receiving the differentiated instruction that they needed.	Ensure new teachers to the school receive adequate training. Continue with the same model of teaching The Code in 2025.
Continue to develop a coherent and sequenced curriculum.	We prepared our learners for a coherent and sequenced curriculum by providing a scope and sequence, based on the Science of Learning, for English through The Code, and Little Learners Love Literacy. A team of teachers worked alongside other teachers in the Kāhui	Teachers were upskilled in using a scope and sequence through teaching of The Code and Little Learners Love Literacy, so students received differentiated learning which built on their understanding, knowledge and skills.	Ensure that current and new teachers to the school in 2025 receive adequate training and support from curriculum leaders and the Senior Leadership Team..

	Ako to develop a scope and sequence for Mathematics to implement in 2025.		
Implement Hero SMS across the school.	Learning and real-time reporting were communicated clearly and regularly throughout the year to our whānau.	Teachers participated in professional development through staff meetings to learn how to effectively use Hero. School-wide guidelines were created to provide clarity to teachers and to ensure consistency throughout year levels. Goals were created by a team of teachers which aligned with the curriculum to ensure accurate real-time reporting to our whānau.	Ensure that new teachers to the school in 2025 receive adequate training and support for posting and reporting on Hero. To align the Hero goals to the NZ English and Maths curriculum

School Name:	Murrays Bay School	School Number:	1387

Strategic Aim:	Prepare a shared pedagogical approach to our new collaborative learning environments
Annual Aim:	● Prepare our shared understanding of purpose, pedagogy, people, and place of our Collaborative Learning Environments (Year 5 / 6) ● Implement our transition into our new collaborative learning environment to reflect our purpose, practice, and place.
Target:	● A Shared understanding of collaborative pedagogy to ensure culturally appropriate and responsive contexts for teaching and learning that include whānau engagement, recognition and celebration of the learner's identity, culture and language. ● Learners will own and be responsible for their learning.

Tātaritanga raraunga

Baseline Data	

	● Create a Shared Understanding
	    ○ Visit schools with new ILEs to learn about their processes, practices, pitfalls and strengths to obtain baseline data
	
	● Implementation
	    ○ Successfully transition across to our new collaborative learning environment

Actions *What did we do?*	Outcomes *What happened?*	Reasons for the variance *Why did it happen?*	Evaluation *Where to next?*

● Formed PLGs that met twice a term to formulate a shared understanding of purpose, pedagogy, people and place of our collaborative learning environments and feed strategies and ideas back to their individual year groups.
 	
This took place over Terms 1 and 2 of 2024.
	● During these PLGs various points of shared understanding included:
	  ○ Planning was formulated around how to best use the collaborative space.
	  ○ Cross grouping would remain to give students time in all physical spaces.
	  ○ We took change to educational programmes slowly.
	  ○ Planning was formulated around flexible learning approaches.
	  ○ An 'innovative learning environment implementation
		●	●

	tool' model was used to guide teacher practice.		
● Once staff and students occupied the space, PLGs continued to meet twice a term to formulate a shared understanding of how the transition was going. In particular to look at the success in relation to our purpose, practice and place. This took place over Terms 3 and 4 of 2024.	● During the PLGs a 'stages of effective team performance' model was used to monitor progress. This looked at the 'forming, storming, norming and performing' stages of staff and student progress in the collaborative space. ● In the 4th Term emphasis was placed on teachers building on a 'trust' model and making sure students and staff were valued in the shared space.	● How did it go? ○ Through teacher discussions during team meetings and Learning Leader & DP classroom observations we were able to see that staff and students who transitioned into the shared space had an agreed understanding of how to effectively plan, teach, learn and evaluate in this collaborative space.	● As a result of the successful transition into this shared collaborative space, our 2025 annual plan now reflects what our next steps are. ● These include teams planning The Syntax Project and Mathematics (Oxford based) collaboratively. Lessons in these areas will be delivered consistently across teams.

Planning for next year:

1.
   ● Continue working with Jo Robson.
   ● Collaborative planning within teams.

1.2
- Regular communication in the school newsletter about the importance of attendance.
- Termly attendance reports from the MoE.
- Involvement with the new North Shore Truancy initiative.
- Individual contact with families as needed.
- Use of external agencies when required.

2.1.
- Enrol teachers on the MoE funded 3-day Structured Literacy course through Liz Kane Literacy.
- DIBELS testing across the school three times a year. Ensure new staff are trained adequately.

2.2.
- Teams to use school-wide curriculum overview and unit plans and upload them into the shared planning drive.

2.3.
- Update Hero SMS to reflect the refreshed Mathematics and English curriculums.

3.1
- Develop collaborative planning within teams.

Key to Abbreviations:

ESOL - English as Second Language Learners

CoL - Community of Learning

OTJ - Overall Teacher Judgement

TAI - Teaching as Inquiry

GATE - Gifted and Talented Learners

RTLB - Resource Teacher of Learning and Behaviour

ILE - Innovative Learning Environment

SLT - Senior Leadership Team

BOT - Board of Trustees

PLG - Professional Learning Group