



MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

Charters and Analysis of Variance

Guidance for secondary schools

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MINISTRY OF EDUCATION

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1. Introduction

As boards of trustees you are accountable for the performance of your school. Raising student achievement and increasing the numbers of students leaving school with at least National Certificate of Educational Achievement (NCEA) Level 2 or an equivalent qualification is a critical goal for New Zealand secondary schools. In order to reach this goal, school planning must focus on improving the achievement of all students, especially those who require more support.

As a board, you play a vital role in deciding and leading the future direction and performance of your school. ▲

2. Purpose

This document provides suggestions and examples for how your board of trustees can:

- develop the strategic and annual planning sections of your charter to raise achievement and increase the number of young people leaving school with at least NCEA Level 2 or an equivalent qualification;
- use student achievement and progress information to design target teaching programmes; and
- report student progress and achievement in your analysis of variance.

This document also helps your board to prioritise its aspirations for students, with a specific focus on Māori students, Pasifika students, and students with special education needs.

Secondary schools with students in years 7 to 8 should read this resource in conjunction with the *Charters, Analysis of Variance and Reporting: Guidance for schools using National Standards* resource. ▲

Further information about school planning processes are available on our website:

<http://www.education.govt.nz/spar>

3. Roles and Responsibilities

The role of your board

Your board has overall responsibility for charter development and review. It is your board’s plan for the year and your board must sign it off. Your board ensures the charter provides a clear focus for change and improvement, particularly in teaching and learning. This does not mean that other aspects important to your board do not feature in the charter. However a focus on teaching and learning demonstrates that your board is showing leadership around the priorities that evidence suggests will make the biggest change for the students at your school.

Your board may also like to consider using the information included in its *NCEA Achievement Profile* to assist with setting appropriate aims and targets for your school. These profiles include information on engagement, retention and achievement. They also include projection data showing the numbers of students required to achieve NCEA Level 2 in order for your school to reach the target of 85% of students leaving with NCEA Level 2 or an equivalent qualification by 2017.

<i>Your board ensures that:</i>
<ul style="list-style-type: none"> its vision and values, strategic and annual sections, aims and targets will make a difference for all students;
<ul style="list-style-type: none"> all of its aims, targets and planned actions are informed by information about student achievement, retention, engagement and transitions;
<ul style="list-style-type: none"> the strategic section clearly outlines the strategic intent of the school for the next 3 to 5 years and reflects the aspirations and needs of the community;
<ul style="list-style-type: none"> the annual section is aligned to the strategic section so that the goals and targets in the annual section represent steps towards achieving the longer term goals in the strategic section;
<ul style="list-style-type: none"> it demonstrates how it will meet the Government NCEA goals and that there is a focus on priority students throughout the charter;
<ul style="list-style-type: none"> the targets set for improving student achievement meet the specific needs of students at the school and are aligned with the national priorities;

<ul style="list-style-type: none"> the charter reflects how resources, programmes, and investments will be prioritised to bring about the change and improvement being sought;
<ul style="list-style-type: none"> planned actions and programmes are appropriate for the targets set and are likely to result in progress being made in achieving the target;
<ul style="list-style-type: none"> the programmes to support targets are coherent and complementary and not competing against each other.

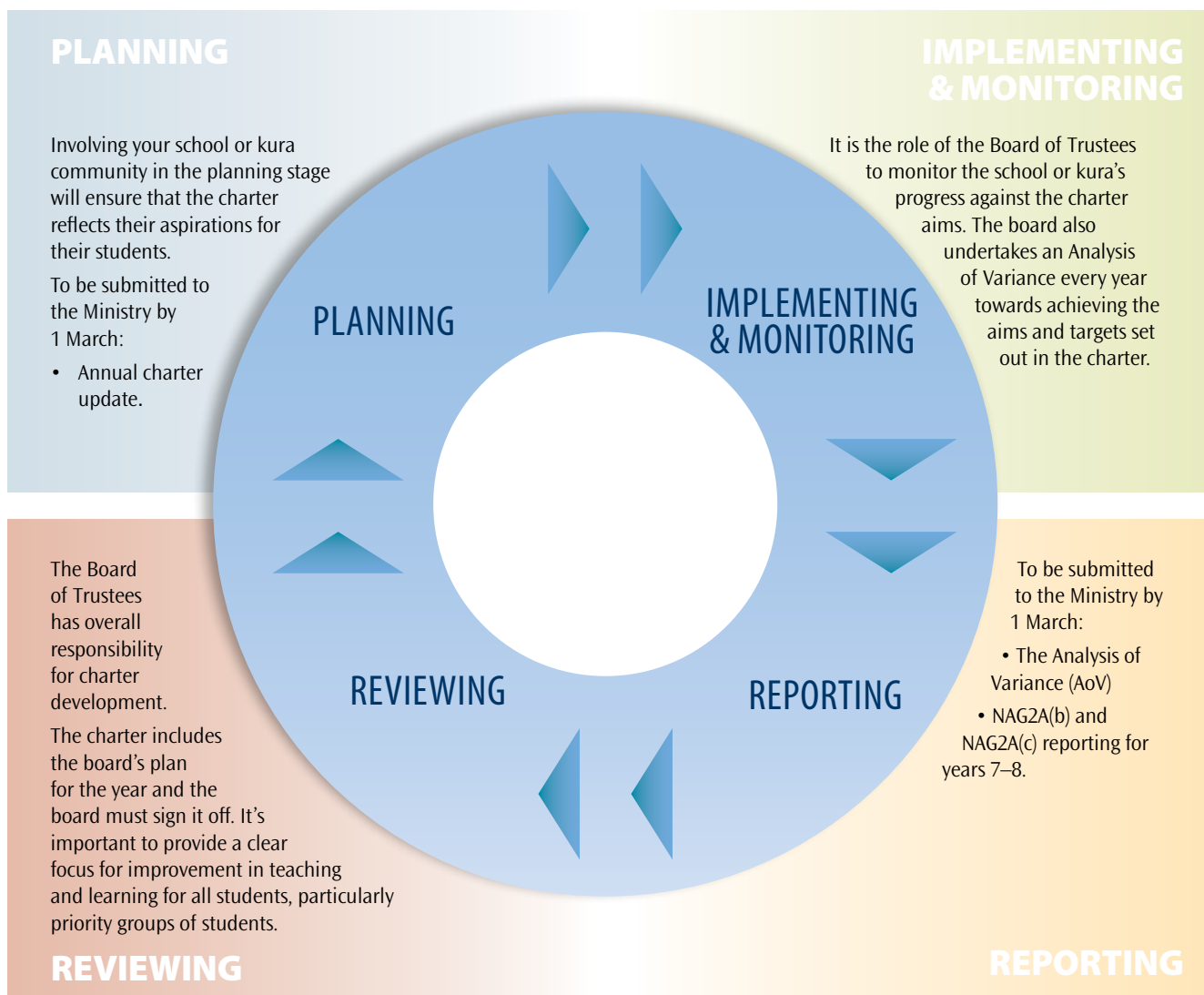
School self-review

School self-review and planning processes are important tools in helping to raise student achievement, particularly for students who require additional support. It is essential that your school identifies these students and the supports they need in order to achieve their potential.

Through self-review, including the analysis of student achievement data, your school is able to establish a shared vision and can set its aims and targets for improving student achievement. These aims and targets will align with *The New Zealand Curriculum* and/or *Te Marautanga o Aotearoa* and will reflect community and whānau aspirations. Self-review also enables your school to develop appropriate planned actions in order to achieve your aims and targets.

Self-review is a continuous process throughout the year. Regular monitoring of the achievement and progress of your students allows your board to adjust the support and resources required to meet your targets.

This diagram shows the phases of a board's self-review cycle.



The following questions can help guide self-review:

- what aspirations, strategic aims and annual objectives has your board set in place to improve progress and raise the achievement of your students, run the school, and manage your resources?
- what actions has your board undertaken towards achieving its set aspirations and aims?
- what has your board achieved and how does it know this? What is its evidence?
- how is your board using this information for continuous improvement?
- if aspirations and aims have not been achieved, what future actions are required?
- how are targets contributing to achieving your school's strategic aims and annual objectives?

Further information on school self-review is available from the Education Review Office (ERO) website: <http://www.ero.govt.nz/publications/framework-for-school-reviews/self-review/>

Māori, Pasifika, and students with special education needs

All school boards and leaders have an important role in helping to raise achievement for Māori students, Pasifika students and students with special education needs.

The New Zealand Government has set Better Public Service targets to improve the quality of services New Zealanders receive from government. A key target for education is that 85% of 18 year olds will achieve National Certificate of Educational Achievement (NCEA) Level 2 or an equivalent qualification by 2017. The Ministry of Education is determined that this will be met equitably with 85% of Māori students and 85% of Pasifika students achieving this target by 2017.

Having NCEA Level 2 or an equivalent qualification gives students the foundation level skills they need to have better opportunities for further education, employment, health outcomes, and a better quality of life generally. While the percentage of students achieving NCEA has increased over recent years, data tells us that achieving this target will require a significant improvement in achievement for all students and particularly for students for whom the system consistently fails.

We have three key strategies in place to focus the education profession on Māori, Pasifika and students with special education needs and schools are expected to take these into account when planning for improvement.

Māori students

Ka Hikitia – Accelerating Success 2013-2017 is our strategy to rapidly change how the education system performs so that all Māori students gain the skills, qualifications and knowledge they need to enjoy and achieve education success as Māori. For example, school systems and processes reflecting and being responsive to Māori cultural identity and aspirations.

Consultation with your school's Māori community is an important part of your board's commitment to your Māori students' success as Māori.

Where to go for help:

Ka Hikitia – Accelerating Success 2013-2017 is available at: <http://www.education.govt.nz/the-maori-education-strategy-ka-hikitia-accelerating-success-2013-2017/>

A companion resource in this series, *Effective Governance – Supporting education success as Māori*, is available here: <http://www.nzsta.org.nz/leadership/effective-governance-publications-and-resources/supporting-education-success-as-maori>

Tau Mai Te Reo is the Ministry and education sector agencies' Māori Language in Education Strategy is available here: <http://www.education.govt.nz/ministry-of-education/overall-strategies-and-policies/tau-mai-te-reo-the-maori-language-in-education-strategy-2013-2017/>

For Māori-medium settings, *Tū Rangatira* outlines the kaikōtuitui leadership role of nurturing diversity, brokering relationships, and weaving people together to achieve your goals for student success. A copy of *Tū Rangatira* is available here: <http://www.educationalleaders.govt.nz/Leadership-development/Key-leadership-documents/Tu-rangatira-English>

Pasifika students

The *Pasifika Education Plan 2013-2017* is a vision for an education system that works for Pasifika students so that they gain the knowledge and skills necessary to do well for themselves, their communities, Aotearoa New Zealand, the Pacific region, and the world.

The plan aims to raise Pasifika students' participation, engagement and achievement from early learning through to tertiary education. A key focus of the plan is Pasifika students gaining NCEA qualifications as a stepping stone to further education and/or employment. Strengthening the accountability processes of schools and setting targets for Pasifika students in the annual charter update are identified as important contributors to this.

Where to go for help:

The *Pasifika Education Plan 2013 – 2017* is available at: <http://www.education.govt.nz/pasifika-education-plan-2013-2017/>

A companion resource in this series, *Effective governance – Supporting Pasifika success*, is also available here: <http://www.nzsta.org.nz/leadership/effective-governance-publications-and-resources/supporting-pasifika-success>

Students with special education needs

Success for All – Every School, Every Child is the Government's vision for a fully inclusive education system for all students with special education needs. Success for All includes everyone – boards of trustees, principals, teachers, students, and their families and whānau.

Success for All promotes presence, participation and achievement of children with special education needs in every state and state-integrated school. Boards have a responsibility to help achieve this goal. The strategy includes a programme of activities to support schools to become more inclusive and to improve special education systems and support for students.

Where to go for help:

Success for All – every school every student: Inclusive practice in secondary schools: ideas for school leaders can be found on our website: <http://www.education.govt.nz/inclusive-education/>

A companion resource in this series, *Effective governance – Building an inclusive school*, a resource providing boards with information and advice, is available here: <http://www.nzsta.org.nz/leadership/effective-governance-publications-and-resources/building-inclusive-schools>

4. Supporting Young People with Transitions

Times of transition can be times of vulnerability for students and their families.

Our transition study titled *Easing the Transition from Primary to Secondary Schooling: Helpful information for schools to consider* demonstrates that transition from primary to secondary schooling, and transitions through secondary school, need to be seen as a **process** during which students make ongoing adjustments to their new environments.

Most students will quickly adapt to the change in environment, but the transition between Year 8 and Year 9 can also represent a time of significant deeper level change that can be unsettling for some students. A young person's ability to respond to the added challenges that a transition is likely to present may be pivotal to how he or she progresses and develops.

Providing additional support at key stages can lead to more effective transitions for students and improved engagement and achievement.

Your board will need to include aims and targets in its charter for effective transitions if this is appropriate for your school.

Transitioning into secondary school and changing school during the year

Transitioning into secondary school and changing school during the year can pose risks for young people. Secondary schools can build a platform for learning at these critical transition points through working collaboratively with contributing schools and their students, whānau and wider communities, along with using information from previous schools to support successful transitions into the new schools. The development of group and, where necessary, individual transition plans can support this process.

National Standards information from contributing schools can provide the basis for establishing achievement profiles and more appropriate learning targets for students coming into the school. Combined with early and ongoing assessment, this helps build student-centred approaches and teaching programmes designed to set the foundation for NCEA success.

Moving through senior secondary school

The transition period between Year 11 and Year 12 is another area where schools and their communities can make a significant difference to ensure that students remain engaged and achieving. Annual objectives and targets can be set relating to students requiring additional support to achieve at each of NCEA Levels 1-3. This could involve wrap-around support enabling these students to have a greater chance of success.

Planning for students who have not yet achieved NCEA Level 2 or equivalent, should involve targeted individual attention to ensure programmes, support and guidance result in achievement.

Transitioning from Secondary School

Successful transitions from secondary schooling into further tertiary study and employment are Government priorities. Students become more engaged with learning if they are thinking about and preparing for the next stages in their lives.

Career education and guidance is a key element of the education schools provide and it can make a significant positive contribution to the success of students' learning and further transitions. Career education and guidance is most effective when it is embedded in the school's curriculum and pastoral care systems, and planned so that it is sustained over time and ensures clear learning pathways.

What students do after they leave school can be an important indicator of the effectiveness of a school's career education and guidance. Effective planning is informed by the data, evidence and information schools can gather about what happens to their students once they leave secondary school. ▽

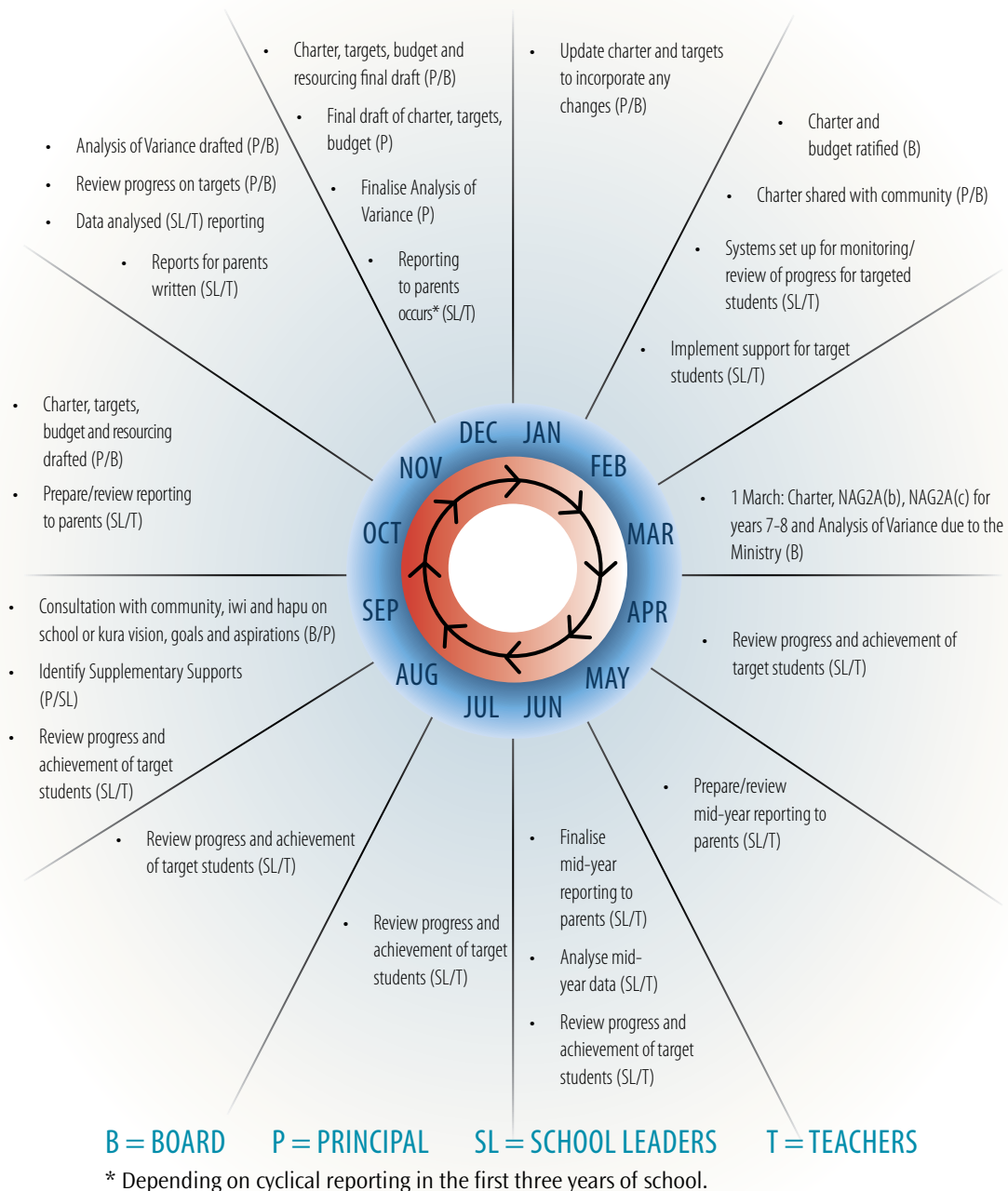
Where to go for help:

For more information about transitions including career education and guidance, please refer to the following publications: *Easing the Transition from Primary to Secondary Schooling: Helpful Information for schools to consider*. This can be downloaded from the Education Counts website: <https://www.educationcounts.govt.nz/publications/schooling/easing-the-transition-from-primary-to-secondary-schooling-helpful-information-for-schools-to-consider/key-points>

Career Education and Guidance in New Zealand Schools. This can be downloaded from the Te Kete Ipurangi website: <http://nzcurriculum.tki.org.nz/Curriculum-resources/Career-education>

For students with special education needs, planning for the transition from secondary school to post-school life must start early, so that the most appropriate experiences and pathways can be established. For further information see: *National Transition Guidelines*. This can be downloaded from our website: <http://www.education.govt.nz/national-transition-guidelines-for-students-with-special-education-needs/>

5. Planning and Reporting Cycle



This diagram shows the annual roles and responsibilities of the board, principal, school leaders, and teachers in the school planning and reporting cycle.

Your charter is the key planning document for your school. It reflects your community’s goals and aspirations for your school and your students. In the charter your board outlines how it intends to improve the progress and achievement for all of your students, in particular for your Māori and Pasifika students and students with special education needs.

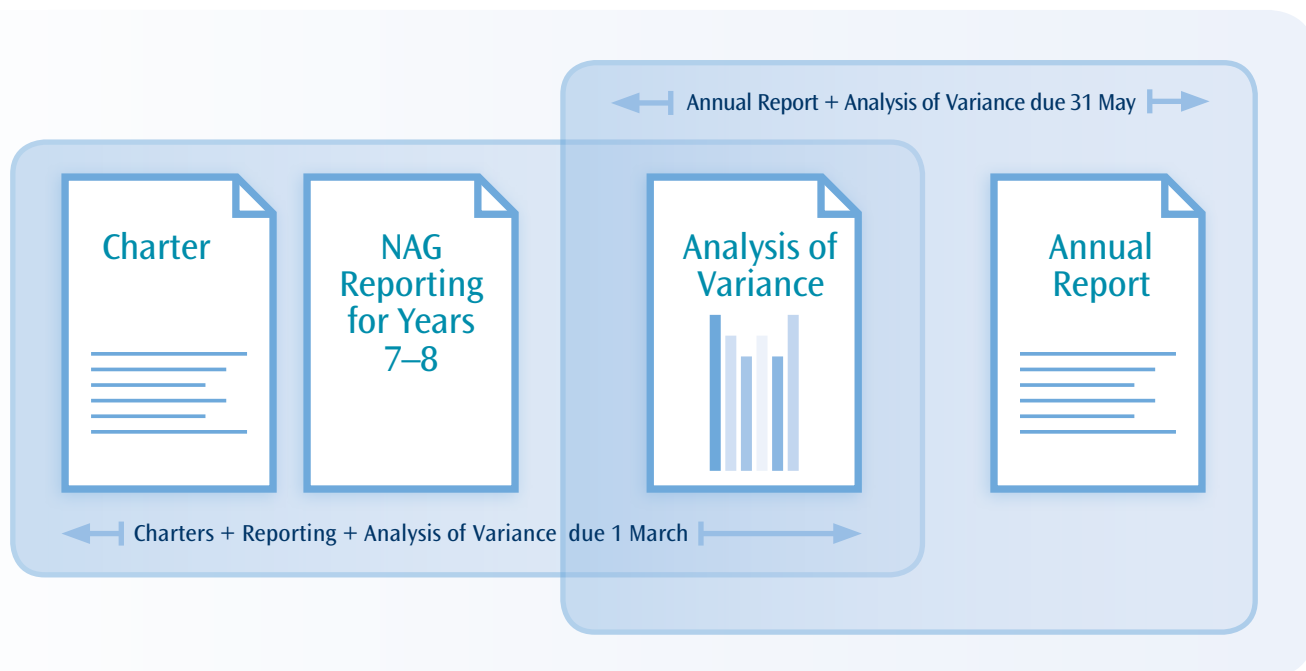
Your charter also reflects how your school is implementing the Government’s priorities as set out in the National Education Guidelines and the National

Administration Guidelines. By reviewing progress made towards planned actions throughout the year your board can evaluate the effectiveness of its actions and adjust support and resources to where they are most needed. Ongoing review of your charter will help ensure your board is on track to meet its aims and targets.

Your analysis of variance highlights for your community the progress your board has made in achieving the aims and targets set out in your school charter.

It provides your board and school leaders with a valuable learning opportunity to reflect on the success of improvement strategies for the past year. It enables your board to evaluate results against the aims and targets in your school charter, with a focus on your board's aims and targets for improving student progress and achievement. ▲

This diagram below shows the annual requirements and components of school planning and reporting.



Due to the Ministry by 1 March:

Charter

NAG2A(b) and NAG2A(c) reporting for years 7–8

Analysis of Variance

Due to the Ministry by 31 May:

Annual Report

Analysis of Variance

6. Your Charter

Your charter does not need to be a long and detailed document. The purpose of a charter is to outline the key areas your board will focus on, both in the long-term and the coming year, in plain language that is easy to read and understand, while incorporating the priorities identified by parents, whānau, and your community. The aims and targets included in your charter are based on evidence and outcomes of your board's self-review.

Charters include three main sections:

- the introductory section (including mission, vision and values);
- the strategic section;
- the annual section (including targets and planned actions).

The purpose of each section is briefly outlined below along with suggestions for how your board can build government priorities into these sections.

Where to go for help:

A copy of a charter template to help you develop or update your charter can be found here:

<http://www.education.govt.nz/preparing-your-documents>

The introductory section (mission, vision, and values)

In this section your board provides a general description of your school and outlines its mission, vision, values, and overarching aims for all of your students. This section reflects the uniqueness of your school setting. It includes your community's expectations of the school and the principles that guide all actions and relationships.

The introductory section includes your school's aims for developing policies and practices that reflect New Zealand's cultural diversity and the unique position of Māori culture. It also includes the aim of ensuring that all reasonable steps are taken to provide instruction in tikanga Māori (Māori culture) and te reo Māori (the Māori language) for full-time students if requested by their parents (Education Act 1989, section 61(3)(a)).

Building priorities into the introductory section

Your board's vision and values statements link to the focus on Māori, Pasifika and students with special education needs and the Government target for NCEA. These statements commit your school to welcoming and catering for diversity and providing the appropriate learning environments for all students to achieve in an inclusive and supportive environment.

The strategic section

This strategic section reflects your board's priorities for the next 3–5 years and how it intends to achieve these outcomes. It is important that your board consults with the community and their views and priorities are considered in the development of the strategic section. It is important to review this section regularly and update as necessary.

The strategic section includes:

- broad aims for how your school plans to improve the provision of quality education for your students, particularly for Māori students, Pasifika students, and students with special education needs;
- your school's education priorities for its community. These priorities will reflect government priorities as set out in the National Education Guidelines, which include the National Administration Guidelines;
- planning for other key areas of your school such as property and associated areas to ensure that teaching and learning are fully supported.

If your school is involved in major programmes or initiatives, your board will need to integrate these into its targets and both the strategic and annual sections of the charter.

Building priorities into the strategic section

It is important that your board includes a strategic aim for ensuring that all your students achieve at least an NCEA Level 2 or an equivalent qualification by the time they leave school or have plans to complete it upon leaving.

Your board could commit to reviewing how well it welcomes diversity into its school and develop, in consultation with its community, a strategic aim to improve this. For example, your board could set an aim to refresh its approaches to Ka Hikitia, the Pasifika Education Plan, and/or how it is implementing the inclusive practices for students with special education needs as outlined in Success for All.

The annual section

The annual section outlines your annual **aims, objectives, targets, planned actions, and resources** to achieve the outcomes you have set for your students. These will all contribute to the conditions for improving the progress and achievement of your students for the school year the charter relates to.

Aims and objectives

Your annual objectives should align closely to your strategic aims. These objectives also allow ongoing review against your strategic aims and targets.

This section includes:

- detail on how the strategic plan will be put into operation for the coming school year with clearly defined timeframes in which you expect to achieve actions/activities;
- specific objectives to improve student progress and achievement which align closely with the strategic aims;
- challenging but achievable targets based on analysis of data, including current student achievement data, engagement data and trend and pattern data;
- appropriate planned actions to meet these targets, which may include the provision of targeted professional development to support effective teaching, additional resources (people and/or financial), community-based programmes;
- details on who is responsible for the planned actions, when the work will be completed and outline costs involved (where appropriate);
- interim measures to monitor progress regularly along the way and adjustments can be made where programmes are found to not be effective.

Your board can also monitor progress made against targets throughout the year by the collection and review of student progress and achievement data. Your board can then determine whether they are on track to meet these targets and make changes to teaching and learning programmes if necessary.

Process aims

Self-review or evaluation of current systems may identify processes that need to be developed or changed in order to make systems more effective. In these cases process targets and to set in addition to your achievement targets.

Process aims, which could be around data collection, moderation processes or attendance management systems, will define successful outcomes and will include actions to achieve your aims.

Process aims are likely to be short term (achievable within a year) and designed to support the shifts you want to make in your student achievement. ▲

Building priorities into the annual section

Your board needs to include an annual objective that aligns with the strategic aim of ensuring that all of your students achieve at least NCEA Level 2 or an equivalent qualification by the time they leave school, or have plans in place to guide them to completion on leaving school.

This objective will be more specific than the strategic aim and might identify a particular year level or cohort of students as requiring additional support.

By making progress towards achieving its annual objective, your board will have also made progress in achieving its long-term strategic aim.

7. Updating your School Charter

It is important for your board to review its charter during term four so that it is in place by the start of the school year. This way the charter can inform teaching and learning from the first day of term one.

Below are some questions your board may consider when updating your charter:

- what do we know about the Year 9 students who are entering our school for the first time?
- how do we use National Standards information from contributing schools to inform our teaching and learning programmes?
- do we have targets and planned actions to meet the needs of the students *below* or *well below* the National Standard?
- what does student progress and achievement look like at our school: school-wide, at departmental level, at year level and by gender. How is this placed against national priorities and expectations?
- what does student progress look like for Māori students, Pasifika students, (and other ethnic groups as appropriate to the school) and students with special education needs?
- what improvement do we expect to see for our students?
- what are the current support programmes in place and how will they support targets being met?
- what additional support/investment is required to achieve our aims and targets?
- what systems do we have in place to support students at risk of not meeting NCEA Level 2?
- how are inclusive practices reflected in our school's strategic and annual planning? What is our evidence?
- how will we monitor the progress of targeted groups throughout the year?
- looking at the analysis of variance in the last annual report, what were the aims and goals for improving student achievement? What targets and planned actions were set? Were the targets achieved? Were our planned actions effective in meeting our target? ▲

8. Your Target Setting

Targets, Planned Actions, and Resources

In order to set targets that are appropriate for your school, your board needs to understand achievement of all students, in particular students or groups of students that are not making the expected progress. To do this your school must collect and analyse a range of student achievement information to develop the evidence on which to base decisions about which groups of students need extra support. The targets will focus on these identified students.

Analysing the different types of student achievement information will enable your board and school leaders to identify students that are not achieving at expected levels. You can then set targets for these students and develop planned actions that your school will undertake in order to raise their progress and achievement.

It is important that your board:

- aligns your annual plan to your strategic plan
- sets targets for raising student achievement that meet the specific needs of your students that these targets align with the national priorities.

Your board may find the following points and questions useful for self-review when developing and approving targets for inclusion in your charter.

The following diagram, on page 12 of this resource, describes the cycle for target setting. Your principal and staff will work through this process when they collect and analyse the school's student achievement data and set targets for improving student progress and achievement.

Building priorities into target setting

Many boards set challenging targets that are SMART (Specific, Measureable, Achievable, Relevant and Time-bound) to ensure all students achieve NCEA Level 2 or an equivalent qualification, or be on a path to achieve it after leaving school.

These targets focus on specific students/ groups of students that are not progressing or are at risk of not achieving NCEA Level 2 and outline the actions the school will take and resources required (financial resources, professional development and other teaching, learning and community-based programmes) to make this shift in order to meet its target. The number of students being targeted needs to be detailed in the target as well as their year level, gender and ethnicity if applicable.

Your board will also need to focus on your students in Year 9 that are identified as *well below* and *below* from National Standards data provided from contributing schools as well as those students currently in Year 12 and Year 13 that are at risk of not achieving NCEA Level 2.

Gathering evidence (data collection and review)

Targets are developed using evidence-based data, including current and trends and patterns of student achievement data and are informed by the analysis of variance.

Reflective Questions:

- What data does our school collect on progress and achievement?
- How does our school review progress and achievement?
- Is student achievement data broken down by year level, ethnicity, gender, and classroom?
- How does our data help us to make informed decisions about resourcing?
- How often is student achievement data reported to our board so the board can discuss the progress and achievement of all its students?

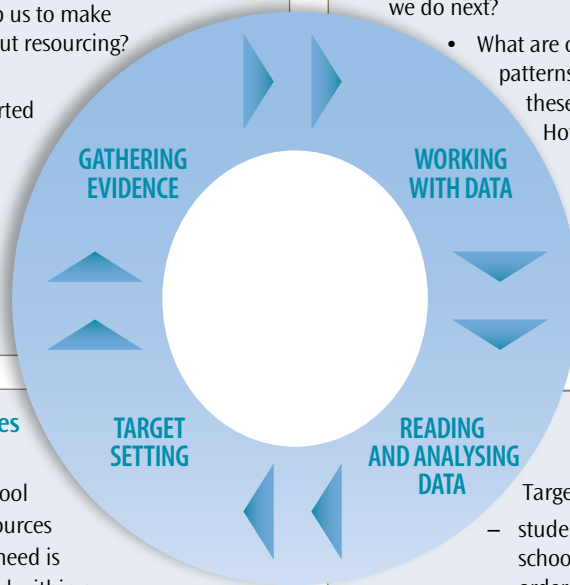
Working with student data

School-level data needs to be analysed to understand the achievement of Māori students, Pasifika students, other ethnicities, migrant, international and refugee background students and students with special education needs.

School-level data also needs to be analysed in relation to year-level gender and classrooms.

Reflective Questions:

- How well are our students progressing and achieving at our school and what evidence do we have of this?
- What data is collected about the attendance of our students, patterns of transience, engagement across the school? How does this data inform decisions about what we do next?
- What are our student achievement trends and patterns over the past few years and how do these compare to similar schools? How do they relate to trends and patterns in attendance, truancy and engagement?
- Are there particular areas of the curriculum where student achievement has risen or fallen significantly over time, and why?



Target setting (strategies and planned actions)

Setting targets allows a school to prioritise additional resources and support to where the need is identified and be supported within a quality action plan.

Each target has to have an end point so you can review your actions and identify your results. Reviewing your progress against targets regularly to enables you to check that you are on track.

Reflective Questions:

- How will the information on student achievement inform our own learning needs and those of both leaders and teachers?
- What strategies and planned actions are in place for improving student progress and achievement and how effective have they been?
- Have we met or exceeded our expectations?
- Based on our student achievement data and the outcomes of our analysis of variance, what planned actions should the school take in the coming year to raise student achievement?
- What resources will be required to support these planned actions?

Reading and analysing student data

Targets should focus on:

- students or groups of students at your school who need additional support in order to achieve at expected levels and meet annual goals
- improving the progress and achievement of all identified targeted groups of students or individual students rather than only a percentage of students

Raising achievement of all students is the core business of a school and should continue to be a priority, in addition to the targets for identified groups of students that are not achieving at the expected level.

Reflective Questions:

- How well are our priority groups being targeted, in particular our Māori students and Pasifika students and our students with special education needs?
- Are there students in our priority groups making slower or faster progress than others?
- What is the level of progress and achievement for our English Language Learners?
- Are our gifted and talented students making progress?
- How many migrant, international and refugee students are there in our school? Who are they and what progress are they making?
- How many students are receiving ORS funding and what progress are they making?
- How are our students receiving additional support achieving?

Your board may find the following prompts useful for self-review when developing and approving targets for inclusion in your charter.

- challenging but achievable targets based on the analysis of data including current student achievement data, engagement data and trend and pattern data;
- detail about how the strategic plan will be put into operation for the coming school year with clearly defined timeframes in which you expect to achieve actions/activities;
- appropriate planned actions to meet these targets. The planned actions may include the provision of targeted professional development to support effective teaching, additional resources (people and/or financial) and community-based programmes;
- details about who is responsible for each planned action and when it will be reviewed.

Your board can monitor progress towards achieving targets throughout the year by the collection and review of student progress and achievement data. Your board can then determine whether it is on track to meet its targets and make changes to teaching and learning programmes if necessary. By identifying interim measures to monitor progress regularly along the way, timely adjustments can be made where programmes are found to not be effective.

Review your targets

Your targets need to focus on accelerating achievement of students who need more support.

It is important to review your targets and make sure you have:

- achieved what you set out to achieve (if not, why not?);
- identified what is working well;
- identified what you need to do differently the following year.

Where to go for help:

<http://assessment.tki.org.nz/Using-evidence-for-learning/Target-setting>

<http://www.education.govt.nz/spar/resources>

Setting targets for students who are transient or new to your school?

If you have a significant number of transient or new students arriving to your school during the year, it is important your school has targets in place for raising the achievement of these students.

You may not have student achievement data for these students. If you don't you will need to use the data you have, based on trends from previous years to set targets for raising student achievement. Consider the support mechanisms required to support the achievement and progress of these students.

Where possible, work with the student's previous school to build a data profile to inform your target setting. If your students move to another school, or another stage of schooling, share the students' achievement data with the new school. This will help with the preparation for new students and provide an easier transition. ▲

Examples of how to set targets are available from page 15 of this resource.

9. Your Analysis of Variance

Your analysis of variance highlights for your community the progress your board has made in achieving the aims and targets set out in its school charter. It shows parents, families and whānau the actions taken to achieve these and how successful these actions have been for improving student achievement.

The analysis of variance is an important part of the planning and reporting process and provides your board and school leaders with a valuable learning opportunity to reflect on the success of improvement strategies for the past year. It enables your board to evaluate results against the aims and targets in the school charter, with a focus on your board's aims and targets for improving student progress and achievement.

As the analysis of variance outlines the difference between the targets that were set and what was actually achieved, your board is able to identify what has and hasn't been effective in accelerating student achievement. It will assist your board in identifying the kinds of decisions it will need to consider in the future and the type of information it will need to assist with this.

The information contained in the analysis of variance is vital for future target setting and resourcing decisions. It will allow your board to identify its priorities for the coming year and to reassess actions from the past year that have not been successful in improving student progress and achievement.

An analysis of variance includes the following:

- clear headings and explanations so the analysis of variance is easily understood;
- a brief explanation why the board chose its strategic aims;
- targets for improvement with a focus on student progress and achievement (as outlined in your charter);
- how these targets align with the board's annual objectives and strategic aims (as outlined in your charter);
- baseline data used to set targets;
- progress and achievement made against aims and targets;
- actions undertaken to achieve aims and targets and the effect these had on student progress and achievement;
- an explanation of any difference identified between the aims, targets and the outcomes;

- a description of the actions the board will take to address any difference (this may involve including aims and targets in next year's charter). ▲

An analysis of variance template is available here: <http://www.education.govt.nz/spar/preparing-your-documents>

An example of an analysis of variance report is available on page 19 of this resource.

10. Examples of targets and planned actions

The following examples, using a fictitious school called 'Kiwi Park High School,' illustrate how student progress and achievement data can be used to set targets to raise achievement.

Kiwi Park High School Year 9 students

Strategic aim: All students leave school with a minimum NCEA Level 2 or equivalent qualification.							
Annual objective: Accelerate the progress of Year 9 students who are below or well below National Standards on entry to Kiwi Park High School.				Annual Target: The 12 Year 9 students who were well below and the 23 Year 9 students who were below National Standards on entry to Kiwi Park High School will make accelerated progress and be able to successfully access the New Zealand Curriculum at Level 5.			
Baseline data: Our baseline data (end of year Overall Teacher Judgements) was provided to us by our contributing schools.							
Well below: total : 12 Year 9 students				Below: total: 23 Year 9 students			
Boys	7	Māori	4	Boys	15	Māori	6
Girls	5	Pasifika	3	Girls	8	Pasifika	4
When:		What: (example)		Who:		Indicators of Progress:	
Term 4, previous year		Gather available data on the students' social, emotional, academic and behavioural needs from contributing schools.		Year 9 Dean		All available data is gathered and analysed prior to the start of the new school year.	
Term 4, previous year		Meet with caregivers and the student to build strong relationships prior to the start of the school year.		Year 9 Dean		A smooth transition programme is in place at the start of the school year.	
1 month		Use National Standards data and other achievement and engagement information to work with whānau and target students to develop an individualised learning plan.		Year 9 Dean		Monitor completion of Individual Learning Plans (ILPs) weekly and ensure all are completed within one month of the students starting at Kiwi Park High School.	
Term 1		Establish a system and process for tracking and monitoring the progress of target group students at regular intervals.		Senior/Middle Leadership		Tracking and monitoring system for the progress of target group students implemented, operating and closely monitored.	
Term 1		Ensure accurate literacy and maths data is gathered, analysed and used to drive teaching as inquiry and plan next learning steps e.g. e-asTTle, PAT etc.		Senior/Middle Leadership		Teachers are using accurate literacy and maths data to identify and plan for next steps in learning. Data entered into tracking system.	
Terms 1-4		Develop a system that ensures teaching teams meet at least twice a term to discuss the progress, achievement and learning needs of Year 9 target students.		Year 9 Dean and Senior Leadership		Teachers are meeting regularly to discuss the progress and achievement of target students.	
Terms 1-4		Staff share achievement data with their students and discuss the next steps with their learning.		Year 9 Dean and Senior Leadership		Students are more aware of where they are at, their next learning steps and what they need to do to make progress with their learning.	

Term 1 and 4	Data is disaggregated and analysed to identify trends and patterns in achievement at all levels of the school e.g. classroom, senior management and governance.	Principal and Senior/ Middle Leadership	Disaggregated achievement data is available to inform the planning at all levels of school operation.
Ongoing	Teachers' professional learning plans are tailored towards and based on the achievement needs of target students.	Principal and Senior Leadership	Targeted support for teachers to help raise student achievement is identified and provided.
Terms 1 and 3	Plan and implement strategies for building an 'educationally powerful connection' with parents, family and whānau of target students	Senior Leadership and whānau group	Parents, family and whānau of target students are aware of what they can do to support their child's learning.
Ongoing	Senior leadership to initiate classroom walkthroughs and gather evidence on the cultural responsiveness of Year 9 literacy classes.	Principal and Senior Leadership	There is a greater awareness of the impact of culturally responsive pedagogy amongst staff.

Kiwi Park High School Year 12 students

Strategic aim: All students leave school with a minimum NCEA Level 2 or equivalent qualification.							
Annual objective: The group of Year 12 students at risk of not achieving NCEA Level 2 will achieve this or an equivalent qualification.				Target: The 23 Year 12 students that have been identified as not 'on track' to achieving NCEA Level 2 will achieve NCEA Level 2 by the end of the year.			
Baseline data: Using NCEA Level 1 achievement data, including the number of literacy and numeracy credits gained, we have identified a group of students who are at risk of not achieving NCEA Level 2.							
Year 12 students (total: 23 students)							
Boys	15	Girls	8	Māori	17	Pasifika	2
When:	What: (examples)			Who:		Indicators of progress:	
Term 1	Develop a learning plan for each target student that details how and when NCEA Level 2 and any remaining NCEA Level 1 literacy/numeracy credits will be achieved.			Year 12 Dean		Learning plan developed, implemented and adjusted accordingly.	
Term 1	Using our SMS, regularly monitor the progress of identified target students towards achieving NCEA Level 2.			Year 12 Dean and Senior Leadership		The tracking system is being used to monitor the progress of identified target students.	
Each term	Regularly meet with each student and their parents/whānau to discuss progress on their achievement targets and learning plan.			Teacher, student and whānau		Student, whānau and staff are engaged in regular conversations about learning and the support required to raise achievement.	
Term 1-4	Implement Professional Learning Development (PLD) for teachers that further develops culturally responsive pedagogy.			Year 12 Dean		Staff are aware of the impact that culturally responsive pedagogy has on raising student achievement.	
Fortnightly	Establish a learning mentor for each target student that meets regularly with the students to look at progress towards achieving NCEA Level 2.			Year 12 Dean		Students are supported by a mentor to ensure they are making progress towards achieving NCEA Level 2.	

Kiwi Park High School engagement/retention target PB4L as an action

Strategic aim: To provide a safe and supportive environment that engages students in learning.							
Annual objective: Further embed teaching and learning practices that have been developed as a result of participating in Positive Behaviour for Learning (PB4L) School-wide.				Target: Reduce the number of Māori students being stood down or suspended across the school by 50%.			
Baseline data: During 2014 we completed a stock take of severe behaviour incidents (office discipline referrals-Majors) and logical consequences that were followed prior to a stand down or suspension.							
Stand downs:				Suspensions:			
All students	45	Māori Students	36	All students	30	Māori Students	25
When:	What: (examples)			Who:	Indicators of progress:		
Term 1	Repeat 'behavioural stock take'. Compare trends and patterns in data with last year and share results with staff and school community.			Senior Leadership Team	Data is showing a steady decrease in the number of serious behavioural incidents across the school. Big 5 report indicate challenges within classroom settings as a priority goal.		
Term 1	As part of our cycle of self-review, we will revisit school wide expectations to ensure we have clear, positive definitions that all staff, students and parents can understand and remember.			PB4L Team	All staff, students and the community are aware of our school-wide behavioural expectations and can describe them.		
Term 1-2	Further develop teaching/ lesson plans to embed PB4L expectations into everyday school practice.			PB4L Team and staff	A year-long teaching schedule is complete and teachers are able to use the lesson plans.		
Term 1	Revise and refine our positive reinforcement system that supports expectations (desirable behaviour). PB4L.			PB4L Team and staff	The positive reinforcement system is regularly reviewed and operating effectively.		
Term 1	Review and refine consequences for students to discourage concerning behaviour.			PB4L Team and staff	Students are aware of the consequences of concerning behaviour. Staff are implementing the logical consequences as intended in a fair and consistent way.		
Terms 1-4	Further develop our systems for ensuring parents, family and whānau are engaged with, understand and are supportive of our school wide expectations for behaviour.			PB4L Team and staff	Staff are in regular contact with parents, family and whānau, especially when a student has demonstrated concerning behaviour and when desirable behaviour occurs to enhance parent-school relationship and gain parent support.		
Terms 1-4	All staff will foster high expectations that all Māori students will achieve success as Māori.			PB4L Team and staff	Classroom teaching practice is enabling Māori students to achieve their potential as Māori.		

Kiwi Park High School Transitions Post Compulsory Schooling

Strategic aim: All students have a successful transition from Kiwi Park High School to further education, training or employment.			
Annual objective: All students in Year 11 and above have a clear transition plan in place for when they leave Kiwi Park High School which includes the students aspirations, goals and actions required to enter into tertiary study and/or employment.		Target: Our Year 12 students (total 132 students) will complete the actions in their transition plan and will move into Year 13 and/or further education or employment.	
Baseline data: In the previous school year, 55.7% of Year 12 students (54 out of 97 students) completed planned actions as set out in their transition plans. Seventeen Year 12 students (17.5%) did not have transition plans in place.			
When:	What: (examples)	Who:	Indicators of progress:
Term 1	Teachers and students use the assessment standards in the Vocational Pathways to build a curriculum plan or learning programme that will enable students to access their chosen pathway.	Year 12 Dean	Each Year 12 student has a curriculum plan or learning programme that enables them to access their chosen pathway/destination.
Term 1	Use the Profile Builder to create an individual vocational pathway for each Year 12 student.	Teacher and student	Each Year 12 student has a vocational profile built and operating.
Term 1	Ensure the plan of each student enables them to achieve NCEA level 2, the NCEA literacy and numeracy requirements, and standards that specially relate to the sector and/or chosen academic pathway.	Year 12 Dean, teacher and student	Each Year 12 student's plan details how they will achieve NCEA level 2, the NCEA literacy and numeracy requirements, and standards that specially relate to the sector and/or academic pathway chosen.
Term 1	Work with students and families to identify how their strengths and achievements relate to a wide range of future possibilities, and how subject choices effect what students may do in the future.	Teachers, student and whānau	Students and families are aware of how their strengths and achievements relate to a wide range of future possibilities, and how subject choices effect what students can do in the future.

11. Example of Analysis of Variance reporting

The following example, using a fictitious school called 'Kiwi Park High School,' illustrates how student progress and achievement data can be reported in an analysis of variance.

Kiwi Park High School analysis of variance

Strategic aim: All students leave school with a minimum NCEA Level 2 or equivalent qualification.			
Annual objective: The group of Year 12 students at risk of not achieving NCEA Level 2 will achieve this or an equivalent qualification.			
Target: The 23 Year 12 students that have been identified as not 'on track' to achieving NCEA Level 2 will achieve NCEA Level 2 by the end of the year.			
Baseline data: Using NCEA Level 1 achievement data, including the number of literacy and numeracy credits gained, we had identified a group of students who were at risk of not achieving NCEA Level 2.			
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
Developed a learning plan for each target student that details how the remaining NCEA Level 2 credits will be achieved.	Each target student had a learning plan developed that was tailored to their individual needs. The learning plan identified additional support that was required to ensure that target students meet their goal/s. The learning plan included a plan for transition after they left secondary school. 16/23 of the target students achieved their NCEA Level 2.	The action was achieved, although learning plans were not fully implemented until Term 2 due to the time taken to develop the plan template. Additional support in some cases was delayed as specific actions in the learning plan had not been written until template was available.	Ensure learning plan template is available for use at the start of Term 1. Staff and students will meet early in Term 1 to draft specific actions to ensure they meet their NCEA Level 2. The year 13 Dean will implement a self-review process that ensures learning plans are completed in a timely manner.
Used our SMS to regularly monitor the progress of identified target students.	A tracking system was developed and implemented. The credits that the 23 target students had already achieved were loaded to the system. The year 13 Dean tracked the progress of the 23 target students on a regular basis.	The action was achieved and a tracking system was put in place and operating.	Establish a professional learning group of Year 13 teachers to monitor progress of target students more closely. Ensure that all Year 13 teachers are aware of the tracking system for target students, and their part in supporting the learning of these students.
Held regular learning conferences with each student and his/her parents/whānau to discuss progress on their achievement targets and learning plan.	Two learning conferences were held during the course of the year. 50% of whānau participated actively in the hui.	Conferences were not implemented until after the development of the learning plan. Historical data tells us that the level of whānau attendance at conferences at this stage is low.	Ensure that whānau are involved in drafting the initial goals of the learning plan (Term 1). Send personal letters to the whānau of target students explaining the process and the importance of whānau involvement.
Implement professional learning for teachers to further develop culturally responsive pedagogy.	PLD brokered for teachers with a focus on culturally responsive pedagogy. 2 workshops with staff and 3 days of teacher observation. Effective teacher profile updated.	One workshop was cancelled and unable to be rescheduled due to date clashes. Observation days took place with positive feedback from staff.	Broker additional PLD in this area for staff for next year. Senior Leaders to ensure that the effective teacher profile is used as a reflective guide for honing teaching practice.
Establish a learning mentor for each target student to meet regularly with the student to look at progress towards achieving NCEA Level 2.	Learning mentors were in place for each target student by the middle of term 2. Progress meetings were held on a regular basis.	Initially there was some difficulty finding suitable mentors.	Source mentors at the end of the year ready to have in place for the start of the following year. Ensure mentors can commit to regular meetings with target students.
Planning for next year: Work with SMS provider and staff to further refine tracking system. Revise learning plan at the end of current year and makes adjustment to allow for implementation early Term 1. Hold information session for the whānau of targets students to ensure our plans for accelerating the achievement levels of target students is well known. Seek iwi/hapu involvement where possible.			



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