Analysis of Variance Reporting

School Name:	Arahunga Special School and Outreach Service	School Number:	2334

Intro	It is interesting as I look back to our last charter in order to write this Analysis of Variance to note that the first thing in last year's charter was a note on the front page about how poorly supported we are by the MoE. This note seems to have had some effect as since submitting the last charter we have made significant progress in some areas in our work with the MoE. Especially in property, with a new site being finally identified for our Whanganui base, unfortunately there still appears to be a discrepancy in what the publicly available footprint entitlement calculations for schools shows us we are entitled to and the MoE's calculations, but these will hopefully be worked through over the next few months. While we have good relationships with MoE staff at local level there are still problem with the MoE's misunderstanding how our organisation works, particularly the MoE seems to have a very poor knowledge of the true purpose of special schools and processes like section 9s, the rights of ORS verified students to attend special school classes, and how to help schools avoid mis-using their students' ORS funding. However, we are hopeful that if we persist, we will continue to make a difference for ORS funded students across our regions and that the MoE regional management will begin to recognise the value of our organisation.
Strategic Aims:	To develop students into active confident members of our society.
Annual Aim:	1. To increase teacher ownership of learning and teaching. 2. To develop our Outreach Service infrastructure and support for schools and their learners in the regions we serve. 3. To continue to raise student achievement through the development of satellite classes, curriculum based learning, and individual learning journeys across the school. 4. Integration of appropriate Information Computer Technology in our satellite services.

Target:	1. For all ORS funded students in Years 1 - 8 to move one or more curriculum sub-levels in both English (Reading and Writing) and Mathematics. 2. For all ORS funded students in Years 9 - 11 to move one or more curriculum sub-levels in both English (Reading and Writing) and Mathematics. 3. Refine and finalize Literacy and Numeracy development goals for students who are in the first three years of our school. 4. Increase the amount of NCEA credit based units and NZQA approved training being completed by students in Years 9 - 15. 5. Complete a portfolio collecting evidence of student voice influencing and directing learning. 6. To increase the number of students supported by our service in Whanganui area by 50% of the number using the service in 2016.

Actions *What did we do?*	Outcomes *What happened?*	Reasons for the variance *Why did it happen?*	Evaluation *Where to next?*
Further thinking, reflection and analysis of targets 1 through to 5 led us to change our approach to student achievement entirely. The newly created (end of 2017) position of Curriculum Co-ordinator was tasked with leading the team to develop a new approach to assessment for learning.[1] In order to achieve a more usable, effective and measurable system for improving student's achievement. We have tried various things over the last few years, from National Standards through to our own New Zealand Curriculum sub-levels, but never really been satisfied with the results. The resourcing of this new position was designed to allow us to focus on this and get it right. The work involved the wider group of the Curriculum Team, the Principal, and the teaching staff (in the satellites mainly), but was spear headed by the new Curriculum Co-ordinator who kept in regular contact with the Principal about progress, direction and desired outcomes, etc. The Board	*The negatives:* The complexity of creating this system, created delays in assessment data across 2018, while we worked through the process, the normal reporting process was interrupted and we missed some deadlines for this. The major changes to the way assessment occurred has also meant that we have not been able to honestly compare data from 2017 through to 2018. Both of these negatives should not reoccur as they are both related to the setup and transition processes. The other negative has been the huge amount of manual processing needed to get the data collated, verified, tabled, graphed and analysed. Getting our Student Management System (eTap) set up to receive and process the data correctly in the year ahead will remove many days of work and allow us to focus on the analysis. *The positives:*	1. We allocated significant personnel time (Human Resources) to this work. 2. We accessed a wealth of professional knowledge, both through people and through literature. 3. We utilised our existing knowledge of our learners. 4. We engaged with a wide group of people in the learning community, but kept a core group focused on the task. 5. The Curriculum Co-ordinator was particularly well suited to the task and bought immense knowledge of early learning to the table. 6. School leadership were closely involved (in this case the Principal) throughout the process.	1. There is quite a detailed list of actions arising from the data which is listed in the End of 2018 Data Analysis document. These will be implemented to respond to student learning needs highlighted by the data. 2. Staff will need to be supported, resourced, mentored and coached to ensure they are proficient at using the new assessment system, in particualrl the student profiles. 3. The Student Management System (eTap) still needs to be set up correctly to record the assessment data in a way which means the data can be fed out without a whole lot of manual handling. 4. The potential application of the new assessment systems and scales to the Outreach Service work

[1] Please note that although this has links to, and shares similarities with, the formalized Assessment for Learning programme it is independent from this and by "assessment for learning" we simply mean assessing in order to further our students' achievement.

of Trustees have also been kept informed of the work's progress.

The process involved looking at existing models for assessment and whether they could be applied consistently in our context, which is one of working with students with complex, specific, and identified needs. These students tend to be long term Level 1 learners inside the New Zealand Curriculum, however, we wanted to avoid restricted them to this as we know that with support a number of students can move beyond Level 1 and we want to keep the expectations high enough for these students to continue to succeed.

The complexity of the work was much greater than we first imagined, however, with persistence and a lot of research we managed to arrive at three accurate and detailed measurement scales. One for each of the core areas of Mathematics Numeracy, Literacy Reading and Literacy Writing.

The system that supports these scales is equally important and that is s system of student profiles, very similar to that which is used in

We are confident that the benefits of our newly implemented system outweigh the above negatives.

Even in its very early stages of use the new assessment system has given us a solid baseline of data that we are believe gives us reliable launchpad for future learning and teaching.

The data we have and will continue to gain is both more in-depth and more focused. While we realise that we need to continue to support and upskill teachers in its use, the system will help teachers with their planning and tell them more about their learners' needs and how to respond to them.

Significant resourcing decisions can also be made from this data with confidence. Allocation of human resources, funds, physical resources, professional development, coaching and mentoring have gained greater focus leading into 2019 because of the data from the new system.[2]

In short the outcome of our work around this new assessment system has been the creation of a much more accurate and detailed

needs to be investigated, because this is potentially a powerful resource to be able to offer to schools using our service.

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[2] See End of 2018 Data Analysis for evidence of this.

schools across the country, but with adapted levels at various points to allow for the context we are working in. Our belief is that students with complex, specific, and identified needs can progress, however, we realise that often that progress is slower and more incremental than students without ORS verification, so the profiles and scales take this into account.	assessment system. One which has given us significantly finer grained detail in the data at the end of 2018 than we had previously.

Planning for next year:

Please see the detailed list of actions included in the *End of 2018 Data Analysis* document.