



NZSTA
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EFFECTIVE GOVERNANCE

STUDENT ACHIEVEMENT

Learning Outcomes:

By the end of this workshop, you should be able to :

- Recognise the key components of the Education and Training Act 2020 Legislative Framework
- Outline the National Education Learning Priorities (NELP) and the four primary objectives of boards
- Explain the board's role in student achievement under National Administration Guideline 1 (NAG1)
- Identify the government's priority groups and describe the strategies that exist to support them
- Explain how the National Curriculum translates to your local curriculum and graduate profile of students
- Describe what inclusion and wellbeing means under the Education and Training Act 2020 and the concept of Hauora
- Explain the board's role in planning and reporting on student achievement under National Administration Guideline 2 (NAG2)
- Describe the features of effective reporting in relation to student achievement
- Explain annual reporting requirements (Analysis of Variance/Statement of Variance) and how this informs strategic and annual planning processes

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WHAT DO I ALREADY KNOW ABOUT THIS TOPIC

The purpose of this activity is to link existing and new learning.
There are no incorrect answers!

Spend 5 minutes brainstorming the following:

1. What do you know about the five National Education Learning Priorities (NELP)?



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2. Describe the local curriculum at your school.



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3. How does your school assess individual student progress and achievement?



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4. What does the Analysis of Variance/Statement of Variance report show?



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WORKSHOP OVERVIEW

The legislative framework

- A snapshot
- Governance and management
- National Education Learning Priorities (NELP)
- Board primary objectives
- National Administration Guideline 1 (NAG1)
- Priority groups
- Priority group strategies

Student learning

- The New Zealand Curriculum
- Local curriculum
- Educational achievement
- Inclusion and wellbeing

Student Progress and Achievement

Setting direction

- National Administration Guideline 2 (NAG2)
- The planning and reporting cycle
- Setting targets for assessment
- Board expectations

Monitoring progress

- Assessment tools
- Data
- Reporting to the board
- Analysis/Statement of Variance (AoV/SoV)

THE LEGISLATIVE FRAMEWORK

A SNAPSHOT

THE LEGISLATIVE FRAMEWORK THE BIG PICTURE

The Education and Training Act 2020 prescribes the legal framework which the education system and boards must operate in. The diagram below is a snapshot of the key concepts you need to be aware of. Further detail on each section is provided in the following pages of this workbook.

NAG - NATIONAL ADMINISTRATION GUIDELINES*

- Student achievement
- Strategic planning, self review, and reporting
- Employment and personnel
- Finance and property
- Health, safety, and wellbeing
- General legislation
- School charter
- Analysis of variance

*These are due to be repealed on 01 January 2023, boards must continue to meet these obligations until such time

BOARD PRIMARY OBJECTIVES*

- Every student is able to attain their highest possible educational achievement
- The school is a physically & emotionally safe place for all students and staff, gives effect to relevant student rights and takes all reasonable steps to eliminate all forms of discrimination
- Is inclusive of and caters for students with differing needs
- Gives effect to Te Tiriti

*All four objectives are equally weighted in importance for boards

GOVERNANCE AND MANAGEMENT*

- A board is the governing body of a school and is responsible for the governance of the school, including setting the policies by which the school is to be controlled and managed; and meeting its primary objectives
- A principal is the board's chief executive in relation to the school's control and management; and has complete discretion to manage the school's day-to-day administration as they see fit

*The Education (School Boards) Regulations 2020 set out, largely in one place, the key legal roles, and responsibilities of the board in school governance

EDUCATION AND LEARNING OBJECTIVES*

- To help each child and young person attain their educational potential
- To promote the development of resilience, determination, confidence, creative and critical thinking; social skills and the ability to form relationships; participation in community life and preparedness for work
- To instil an appreciation of the importance of inclusion, diversity, cultural knowledge, identity, and the different official language; Te Tiriti and te reo Maori

*These objectives follow the journey of students through education. They are the same for early childhood education, primary education, and secondary education in New Zealand.

NELP - NATIONAL EDUCATION & LEARNING PRIORITIES*

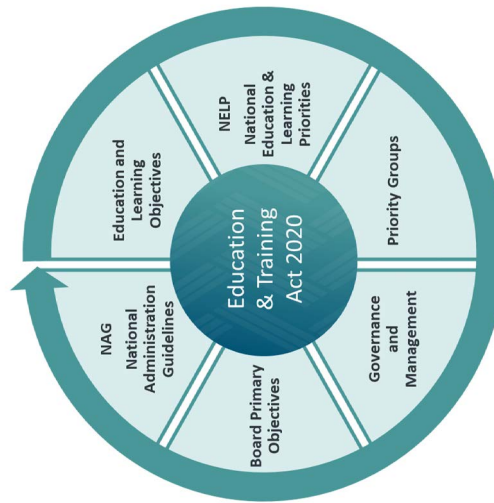
- Learners at the centre
- Barrier free access
- Quality teaching and leadership
- Future of learning and work
- World class inclusive public education

*These are the priorities which boards will be working towards

PRIORITY GROUPS*

- Supporting education success as Maori through Ka Hikitia
- Supporting Pasifika success through the Action Plan for Pacific Education 2020 – 2030
- Building inclusive schools through Success for All – Every School, Every Child

*These are groups of students who have been identified as historically not experiencing success in our schooling system.



THE LEGISLATIVE FRAMEWORK

GOVERNANCE AND MANAGEMENT

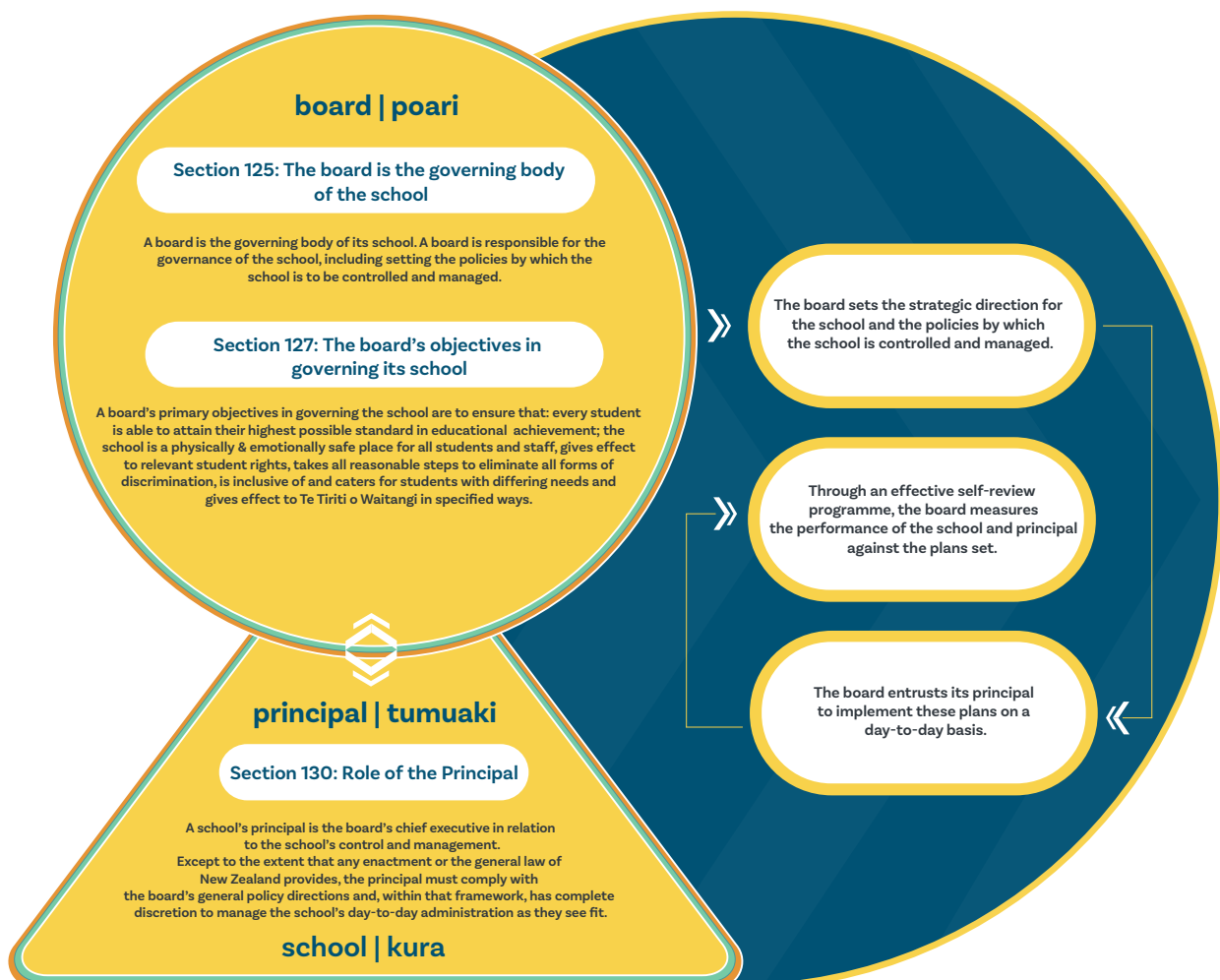
Governance and management is a partnership which may work differently from school to school.

The legal responsibility of boards and principals is outlined in the Education & Training Act 2020 and allows each board to define a model of governance that will best work for its school.

The Education (School Boards) Regulations 2020 set out, largely in one place, the key legal roles, and responsibilities of the board in school governance, whilst those of the

principal are set out in Section 130 of the Education & Training Act 2020. It is within these requirements, that each board is able to define its own model of governance.

Successful schools are characterised by both the board and principal having a clear understanding of their respective roles and responsibilities whilst working toward a shared vision.



Key Questions:

- How can governance and management work together to ensure that every student attains their highest possible standard in educational achievement?

THE LEGISLATIVE FRAMEWORK NATIONAL EDUCATION AND LEARNING PRIORITIES (NELP)

A Statement of NELP was issued in November 2020 providing boards with a set of priorities which every school in the state education sector will be working towards achieving for a period of five years (unless withdrawn earlier).

The national education learning priorities are:

Learners at the centre

Learners and their whānau are at the centre of education and their whānau are at the centre of education

- Ensure places of learning are safe, inclusive, and free from racism, discrimination and bullying
- Have high aspirations for every learner I ākongā, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages, and cultures

Barrier free access

Great education opportunities and outcomes are within reach for every learner

- Reduce barriers to education for all, including for Māori and Pacific learners I ākongā, disabled learners I ākongā and those with learning support needs
- Ensure every learner gains sound foundation skills, including language, literacy, and numeracy

Quality teaching and leadership

Quality teaching and leadership make the difference for learners and their whānau

- Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning
- Develop staff to strengthen teaching, leadership, and learner support capability across the education workforce

Future of learning and work

Learning that is relevant to the lives of New Zealanders today and throughout their lives

- Collaborate with industries and employers to ensure learners have the skills, knowledge, and pathways to succeed in work

World class inclusive public education

New Zealand education is trusted and sustainable

- Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (Tertiary Education Strategy (TES) only)

THE LEGISLATIVE FRAMEWORK

BOARD PRIMARY OBJECTIVES

The Education and Training Act 2020, section 127 sets out 4 primary objectives that are equally weighted in importance for boards.

Objectives of boards in governing schools

A board's primary objective in governing a school is to ensure that –

- (a) every student at the school is able to attain their highest possible standard in educational achievement; and
- (b) the school –
 - (i) is a physically and emotionally safe place for all students and staff; and
 - (ii) gives effect to relevant student rights set out in this act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and
 - (iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and
- (c) the school is inclusive of, and caters for, students with differing needs: and
- (d) the school gives effect to Te Tiriti o Waitangi, including by-
 - (i) working to ensure that its plans, policies, and local curriculum reflect tikanga Māori, mātauranga Māori, and te ao Māori; and
 - (ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
 - (iii) achieving equitable outcomes for Māori students.

To meet the primary objectives, the board must –

- (a) have particular regard to the statement of national education and learning priorities issued under section 5; and
- (b) give effect to its obligations in relation to –
 - (i) any foundation curriculum statements, national curriculum statements, and national performance measures; and
 - (ii) teaching and learning programmes; and
 - (iii) monitoring and reporting students' progress; and
- (c) perform its functions and exercise its powers in a way that is financially responsible; and
- (d) if the school is a member of a community of learning that has a community of learning agreement under clause 2 of Schedule 5, comply with its obligations under the agreement; and
- (e) comply with all its other obligations under this or any other act.

Key Questions:

- **What must the school do to ensure that it is fully inclusive of all students and their families/whānau?**

THE LEGISLATIVE FRAMEWORK NATIONAL ADMINISTRATION GUIDELINE 1 (NAG 1)

NAG 1 Student achievement*

Each board is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa.

Each board, through the principal and staff, is required to:

- a. develop and implement teaching and learning programmes:
 - i. to provide all students in years 1-10 with opportunities to progress and achieve for success in all areas of The National Curriculum;
 - ii. giving priority to student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau, especially in years 1-8;
 - iii. giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6;
- b. through the analysis of good quality assessment information**, evaluate the progress and achievement of students, giving priority first to:
 - i. student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau, especially in years 1-8; and then to:
 - ii. breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa;
- c. through the analysis of good quality assessment information**, identify students and groups of students:
 - i. who are not progressing and/or achieving;
 - ii. who are at risk of not progressing and/or achieving;
 - iii. who have special needs (including gifted and talented students); and
 - iv. aspects of the curriculum which require particular attention;
- d. develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;
- e. in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the progress and achievement of Māori students; and
- f. provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

**The National Administration Guidelines (NAG) are due to be repealed on 01 January 2023.*

Boards must continue to meet their obligations until such time.

***Good quality assessment information draws on a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the curriculum.*

THE LEGISLATIVE FRAMEWORK

PRIORITY GROUPS

Section 127 of the Education and Training Act clearly describes a board's responsibility for 'every student at the school'. At present however, not all students benefit equally from our education system and research shows that whilst most Māori, Pasifika and students with special education needs do well, there are higher proportions of these students amongst those not achieving as they should be. Schools are required to give particular attention to these students along with those from lower socio-economic groups.

The Ministry of Education has developed strategies to improve outcomes for priority groups and guidelines and tools for boards to help them understand their role.

Like the Government, the board needs information that identifies:

- How national priority groups within the school are achieving, and
- To identify other students within the school who are not achieving at expected levels

Review the table on the following page and then consider the questions below.

Key Questions:

- Which of the following strategies has your board considered? Have these strategies been implemented?
- Does your principal's reporting break down achievement data so the board understands how all the groups are achieving in your school?

THE LEGISLATIVE FRAMEWORK

PRIORITY GROUP STRATEGIES

Supporting education success as Māori	Supporting Pasifika success	Building inclusive schools
<p>Ka Hikitia - Ka Hāpaitia Means to “step” up or “lengthen one’s stride” i.e., stepping up the performance of the education system to ensure Māori are enjoying education success as Māori.</p>	<p>Action Plan for Pacific Education 2020-2030 Working reciprocally, valuing Pacific diversity, committing to sustained effort, and working collectively are key drivers of Pacific success in education, outlined in this new plan.</p>	<p>Success for All - Every School, Every Child Inclusive means giving all students the same opportunity to participate and achieve regardless of their individual needs or differences. It’s about embracing differences and diversity as part of a richer learning environment and preparation for life.</p>
<p>Board questions</p> <ul style="list-style-type: none"> • Do we have a good understanding of the Treaty of Waitangi as it relates to education? • Are Māori students achieving education success while maintaining and enhancing their identity, language, and culture as Māori? • Are activities to support our Māori students effective? • How do we know? 	<p>Board questions</p> <ul style="list-style-type: none"> • Does planning include achieving productive partnerships with Pasifika families and communities? • Are Pasifika students achieving education success while maintaining and enhancing their identity, language, and culture as Pasifika? • Are activities to support our Pasifika students effective? • How do we know? 	<p>Board questions</p> <ul style="list-style-type: none"> • Do we understand our responsibility to enrol students irrespective of their needs and abilities? • Are students with special educational needs at their chosen school, with their friends and siblings, doing what their peers do, feeling like they belong and proud of their school? • Are parents and whānau engaged in their child’s learning? • How do we know?

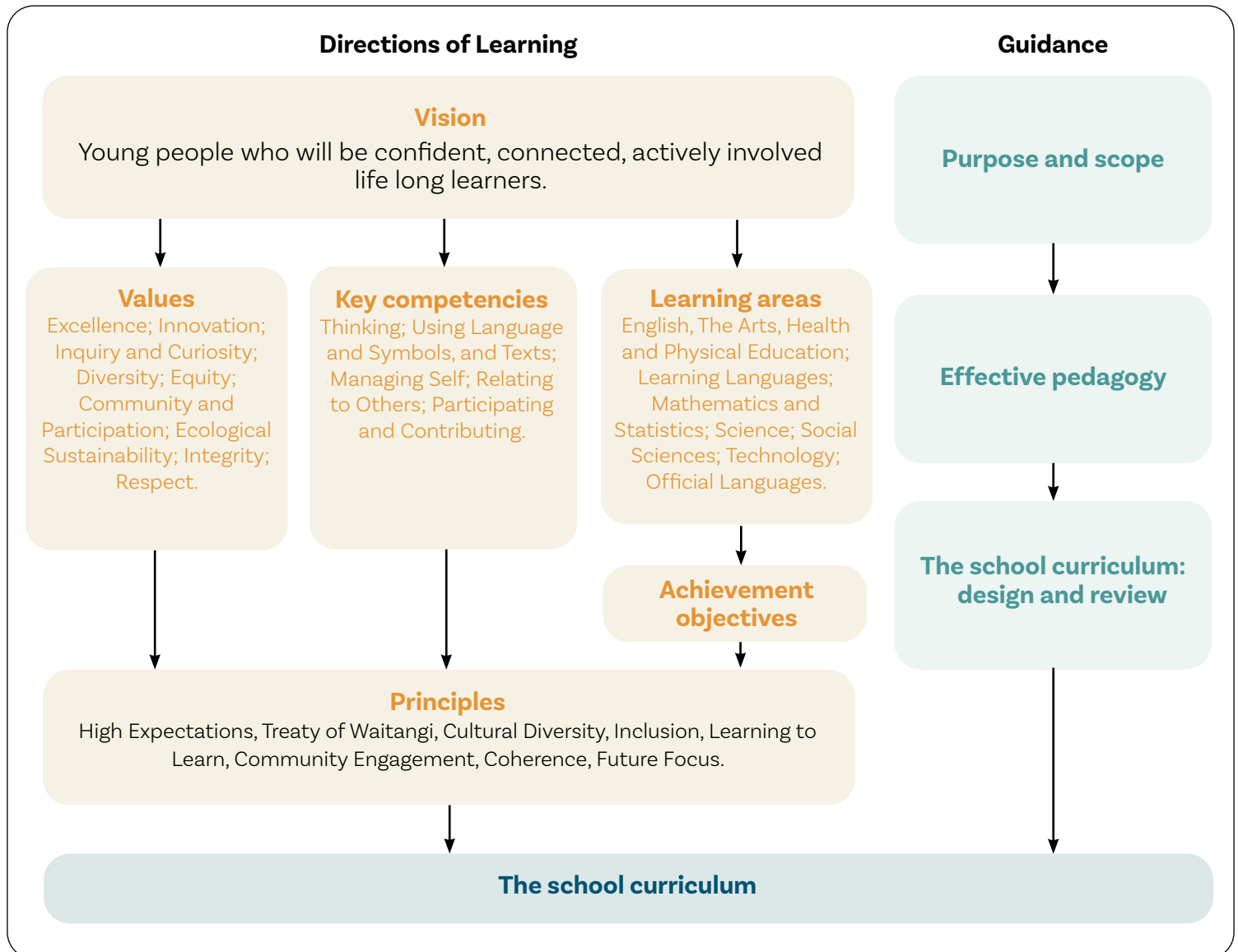
STUDENT LEARNING

THE NEW ZEALAND CURRICULUM

The National Curriculum is composed of The New Zealand Curriculum and Te Marautanga o Aotearoa which set the direction for student learning and provide guidance for schools as they design and review their curriculum.

Although both come from different perspectives, each start with a vision of young people developing the competencies they need for study, work, and lifelong learning, so they may go on to realise their potential.

The New Zealand curriculum



STUDENT LEARNING

LOCAL CURRICULUM

Local Curriculum

Your local curriculum is the way that you bring The New Zealand Curriculum to life at your school, it should:

- Be responsive to the needs, identity, language, culture, interests, strengths and aspirations of your learners and their families,
- Have a clear focus on what supports the progress of all learners,
- Integrate Te Tiriti o Waitangi into classroom learning, and
- Help learners engage with the knowledge, values and competencies so they can go on and be confident and connected lifelong learners.

Your local curriculum should be unique and responsive to the priorities, preferences and issues of your community and your people.

All elements of The New Zealand Curriculum are used as the framework in designing your local curriculum.

Communities of Learning | Kāhui Ako plan a local curriculum focused on the needs of all their students and develop personalised learning pathways across all age groups with help from students, parents, iwi, employers, and communities.

At the heart of local curriculum design is including what works and improving learning for all students.

Extract from Leading Local Curriculum Guide

STUDENT LEARNING EDUCATIONAL ACHIEVEMENT

Educational achievement

How does your school help each child and young person to attain educational achievement to the best of their potential?

Graduate profile

A graduate profile is one way that a school can communicate a shared understanding of the skills, knowledge, and attitudes that students will need to participate successfully in contexts beyond school.

What does the graduate profile look like for students in your school?

Our students	
Skills	
Knowledge	
Attitudes	

STUDENT LEARNING

INCLUSION AND WELLBEING

Inclusion

Section 34 of the Education and Training Act 2020 states that “...students who have special educational needs (whether because of disability or otherwise) have the same rights to enrol, attend and receive education at State schools as students who do not.”

New Zealand schools also have binding obligations under the New Zealand Disability Strategy and United Nations Convention on the Rights of Persons with Disabilities to include and provide a quality education for all learners.

All students are welcome and are able to take part in all aspects of school life. Diversity, including around ethnicity, culture, disability, gender, and sexuality is respected and upheld.

Wellbeing

Section 5 (4)(b) of the Education and Training Act 2020 outlines the objective that schools will promote, in each child and young person, development of the attributes of resilience, determination and confidence.

Hauora is a Māori concept of health unique to New Zealand, which holistically encompasses all aspects of a young person. It comprises taha tinana, taha hinengaro, taha whānau and taha wairua.

Each of these four dimensions of hauora are interconnected:

Taha tinana – physical wellbeing; the physical body, its growth, development, and ability to move, and ways of caring for it.

Taha hinengaro – mental and emotional wellbeing; coherent thinking processes, acknowledging and expressing thoughts and feelings and responding constructively.

Taha whānau – social wellbeing; family relationships, friendships, and other interpersonal relationships; feelings of belonging, compassion, and caring; and social support.

Taha wairua – spiritual wellbeing; the values and beliefs that determine the way people live, the search for meaning and purpose in life, and personal identity and self-awareness. For some individuals and communities, spiritual wellbeing is linked to a specific religion; for others, it is not.

Key Questions:



How inclusive is your school? What understanding does your board have of how the school ensures guidance, counselling and mentoring for students including:

- reporting child abuse or neglect;
- recognising and supporting students with
- stress, anxiety or depression; and
- identifying and dealing with incident of bullying?

SETTING DIRECTION

NATIONAL ADMINISTRATION GUIDELINE 2 (NAG2)

NAG 2 Strategic planning, self review, and reporting*

Each board, through the principal and staff, is required to:

- a. develop a strategic plan which documents how they are giving effect to the National Education Guidelines*/National Education Learning Priorities** through their policies, plans and programmes, including those for curriculum, aromatawai and/or assessment, and staff professional development;
- b. maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of good quality assessment information*** on student progress and achievement;
- c. on the basis of good quality assessment information***, report to students and their parents on progress and achievement of individual students:
 - i. in plain language, in writing, and at least twice a year; and
 - ii. across The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa, including in mathematics and literacy, and/or te reo matatini and pāngarau;
- d. on the basis of good quality assessment information***, report to the school's community on the progress and achievement of students as a whole and of groups (identified through National Administration Guideline 1(c) above) including the progress and achievement of Māori students against the plans and targets referred to in National Administration Guideline 1(e) above.

**The National Education Guidelines (NEG) and the National Administration Guidelines (NAG) are due to be repealed on 01 January 2023, boards must continue to meet their obligations until such time.*

***A statement of National Education Learning Priorities (NELP) has now been issued, refer to the previous section in this workbook for more information on what that means for boards*

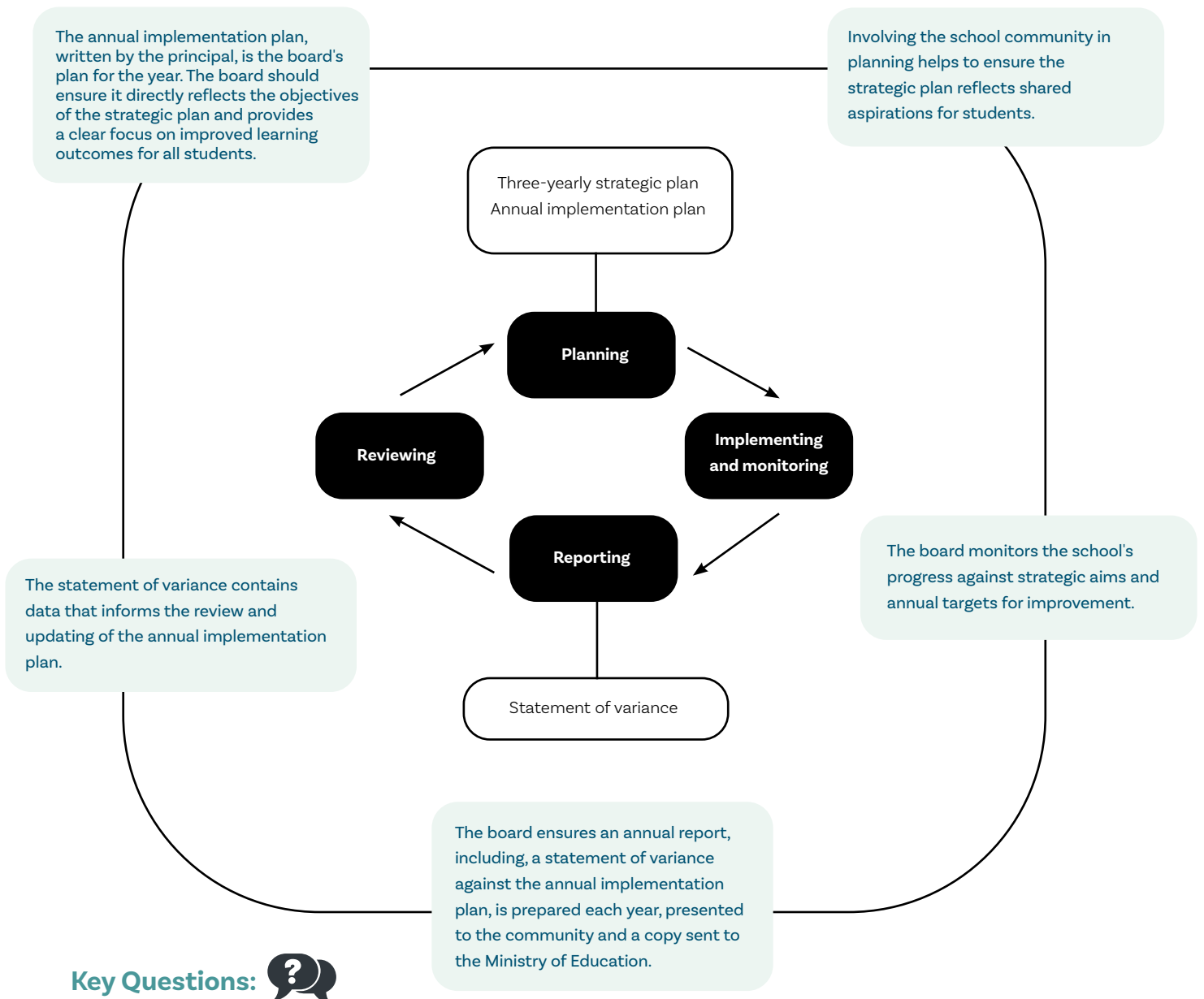
****Good quality assessment information draws on a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the curriculum.*

SETTING DIRECTION

THE PLANNING AND REPORTING CYCLE

A key role for the board is to set the direction for the school through the charter which incorporates strategic and annual sections. From 2023 charters will be replaced by three-year strategic plans and annual implementation plans. Regardless of what these important planning documents are called, they play a crucial part in a school's internal evaluation (self review) cycle, enabling the board to outline for parents, whānau, the school and wider communities what the board intends to achieve for students, how it will do this and the progress it has made.

Student achievement data is a critical factor in informing future planning and review.



Key Questions:

- Does the board's strategic plan tell a story of the students who are not achieving as they should be, the targets set for improved progress and achievement, and the changes that will be made to teaching and learning?
- Does the board report to the school's community on the progress and achievement of students as a whole?

SETTING DIRECTION

TARGETS FOR ASSESSMENT

Annual Targets

Once the board has set out its strategic goals for student achievement the principal will set annual targets to reach those long-term goals. Sound targets will include key indicators against which progress can be measured.

Principal's role	Board's role
Drafts targets in annual implementation plan for board approval, identifying why each target is a priority.	Ensures that prioritised targets are aligned to strategic goals.
Identifies resources required to achieve targets.	Ensures that prioritised targets will address identified gaps in student achievement.
Identifies measures of success.	Ensures that measures of success are directly related to strategic goals.
Leads assessment of progress and achievement.	Approves targets and required resourcing.
Collates and analyses achievement data.	Schedules regular review of student progress and achievement in its workplan.
Reports on student progress and achievement to the board.	Carefully reviews reports and asks courageous questions to ensure it can make informed decisions.

SETTING DIRECTION

BOARD EXPECTATIONS

Tools used by the board to clarify their expectations:

Documents	What does your board have in place?
Strategic plan	
Policies	
Delegations	
Principal's annual performance agreement	

MONITORING PROGRESS

ASSESSMENT TOOLS

Tools used in assessing student progress and achievement

There are a variety of assessment tools which can be used by the principal and teaching staff to determine student progress. Below are some of the common ones you may come across.

Overall Teacher Judgement (OTJ)

An OTJ involves drawing on and applying the evidence gathered (up to a particular point in time) to make an overall judgment about a student's progress and achievement.

Moderation

Moderation is the process where teachers share their expectations and understandings with each other to improve the quality of their judgements about student learning.

Sharing and discussing data helps to ensure consistent approaches to determining where students are in relation to the progress they are expected to make.

National Certificate of Educational Achievement (NCEA)

NCEA is the main national qualification for secondary school students in New Zealand and comprises of both internal and external assessments.

NCEA challenges students of all abilities in all learning areas and shows credits and grades for separate skills and knowledge. It enables students to gain credits from both traditional school curriculum areas and alternative programmes.

Progress and Consistency Tool (PaCT)

PaCT is a tool designed to help teachers make dependable judgments about students' achievement that can be used to track progress in reading, writing, and mathematics.

Teachers locate students on the Learning Progression Frameworks (LPFs) as they make judgments in PaCT.

Electronic Assessment Tools for Teaching and Learning (e-asTTle)

e-asTTle is a New Zealand developed suite of online standardised assessment tools which assesses achievement and progress in:

- Reading and mathematics: curriculum levels 2–6
- Writing: curriculum levels 1–6
- Pānui, pāngarau, and tuhituhi: curriculum levels 2–6

e-asTTle was originally designed for assessing students in years 5–10 but can be used for a wider range of students and can be administered to individuals or groups.

Important

The assessment tools used will vary from school to school.

Boards should know what methods are used in their own school to assist them with understanding analysed achievement data.

Key Questions:

- What tools and methods are used in your school to assess student and progress and achievement?

MONITORING PROGRESS

DATA

Using external data

Boards can access a wide range of external data to use as ‘reference points and signposts’ when considering their own data.

This can help boards with their own environmental scanning and analysis to identify trends that they need to be aware of.

The assessment tools used by your school will determine what external data is available, e.g.

- **NCEA** data is available from the Ministry of Education’s Education Counts website.
- **PaCT** delivers a range of reporting options for Kāhui Ako leaders, school leaders, and teachers. Reporting can be presented at an individual student level, class level, school level, or Kāhui Ako level.
- **e-asTTle** has its own assessment and reporting functionality, schools have flexibility in how they assess, what assessment information they collect and analyse, and how they use it.

Boards should work with their own school to find out what external reporting is available.

Using internal data

To make use of their internal data, schools need to consider other factors which can impact on student learning.

Demographic data

Data that describes the school and its students, staff, and community, most of which is collected at the time of enrolment and built on over time.

Student wellbeing, engagement, and participation data

Data that is focused on student wellbeing, attendance, behaviour management and any support and guidance received.

Student achievement and progress data

Data and other evidence from national assessments, standardised testing carried out within the school, and portfolios of students’ work.

Teaching and leadership

Data and evidence around the implementation of agreed practice and its impact.

Perceptions of those within and connected to the school

Data and evidence of what staff, students and others think about the school.

Key Questions:

- Is the board aware of all the factors which can impact on student achievement?
- Does the board consider demographics, student wellbeing, participation and engagement, school culture, school processes, perceptions of the school and leadership practice within the school?

MONITORING PROGRESS

REPORTING TO THE BOARD

Board questions

In order to set expectations for the reporting of student achievement to the board, members can ask the following questions:

Questions to answer	Board's response
What achievement information should the board get?	
How often should the board receive this information?	
Who presents this information?	
What will the board do with this information?	

Key components of good reporting to the board

Questions to answer	Principal's response
What? - What does this report tell us?	
So what? - What questions does it raise?	
So what? - Is it clear what this means for planning and target setting?	
Now what? - What are the best next steps?	

MONITORING PROGRESS

ANALYSIS OF VARIANCE/STATEMENT OF VARIANCE

Description

The Analysis of Variance/Statement of Variance (AoV/SoV) is part of annual reporting requirements.

Data is used to provide evidence of what has/has not been achieved in relation to annual aims and targets, with an analysis of why this happened.

This analysis informs review and updating of the charter and supports the identification of priorities for the following year.

The board can help ensure the AoV/SoV gives a complete picture by asking questions and identifying any gaps in the information.

Example

Strategic Aim 1

All students have the literacy skills necessary for independent learning enabling them to access the New Zealand Curriculum and to reach their potential as learners.

Annual Aim 1

All junior students progressing by at least one curriculum level in literacy (reading & writing).

Target 1 Year 9

All students' will be achieving at curriculum level 4 or above for reading and writing by the end of Year 9.

Background

A high proportion of students entering Year 9 are behind their expected level of achievement in reading and writing.

Only 15% are working at level 4 in reading across the curriculum.

On average, students tend to be one - two years behind in literacy with some entering the college reading and writing at a level expected of seven-year-olds.

Accordingly, a large focus is placed on literacy in Years 9 to 11.

MONITORING PROGRESS

ANALYSIS OF VARIANCE/STATEMENT OF VARIANCE

Actions What did we do?	Result What happened?	Analysis Why did it happen?	Next steps Where to next?
1. Use e-asTTle assessment data of Year 9 intake to establish baseline and identify particular learning needs of students.	<p>The target was not achieved.</p> <p>However, analysis of end of year e-asTTle data showed on average Year 9 students progressed by two e-asTTle sub-levels in six months compared to the national norm for this year group being one sub-level.</p> <p>46% of this cohort were reading at or above level 4.</p>	<p>Year 9 and 10 students have an integrated programme that provides a meaningful and relevant curriculum with an emphasis on literacy and numeracy.</p> <p>Successful outcomes require high levels of inter-departmental communication which has not always been achieved.</p> <p>Student feedback also suggests that:</p> <ul style="list-style-type: none"> • Teachers were not emphasising the importance of literacy • Topics were not always relevant to the group 	<p>Although the target was not achieved there is sufficient evidence that the integrated programme is resulting in accelerated progress to warrant increased resourcing.</p> <p>This will include:</p> <ul style="list-style-type: none"> • Building flexibility into the timetable to enable teachers to collaborate and support each other • Allocation of management units to enhance coordination across departments
2. PLD for homeroom programme teachers to develop literacy teaching strategies across the curriculum.			
3. Student voice used to select reading/learning topics.			
4. Regular monitoring of student progress by homeroom programme teacher.			
5. Analysis of data to inform progress and planning			
6. Teacher reflection on practice incorporated into performance review.			

Implications for next year's annual planning

- PLD to support the continued focus on literacy across the curriculum.
- Foster the wider use of student voice in the development and review of learning programmes.
- Greater emphasis on targeting of specific students for support relevant to their particular needs.
- Encourage greater engagement of parents and whānau in teaching and learning programmes across the school.
- Teacher performance review to include goal setting linked to annual targets and strategies for target groups.

SUMMARY OF THE BOARD'S FUNCTIONS AND FOCUS

How does the board perform its functions and exercise its powers?
1. Identifying priorities
2. Writing policy
3. Making decisions
4. Approving budgets
5. Asking questions
6. Approving annual targets
7. Reporting to the community

How does the board demonstrate its focus on student achievement?
1. Student achievement is a priority and on every board meeting agenda
2. The board is prepared to contribute to meaningful and thoughtful discussion on student achievement
3. The board expects evidence-based reporting with analysed, clearly presented data and recommendations
4. The board ensures strategic planning is current and focused on student achievement
5. The board can readily identify target groups and expectations for these groups
6. The board reports to the community on student achievement

REFLECTION AND NEXT STEPS

What did you learn from the workshop?

What did you find surprising?

What now? Write an action plan outlining what will you do, ask, or look for as a result of this workshop. Remember to use SMART goals.

S - Specific

M - Measurable

A - Achievable

R - Relevant

T - Time-bound

PERSONAL ACTION PLAN

A series of 20 horizontal dashed lines intended for writing a personal action plan.

MY NOTES

A series of horizontal dashed lines intended for taking notes, spanning the width of the page.

SUPPORT AND RESOURCES

New Zealand School Trustees Association

Te Whakaroputanga Kaitiaki Kura o Aotearoa

www.nzsta.org.nz

0800 782 435

NZSTA Advisory and Support Centre, Governance

govadvice@nzsta.org.nz

NZSTA Advisory and Support Centre, Employment

eradvice@nzsta.org.nz

NZSTA Professional Development

pdadvice@nzsta.org.nz

NZSTA Governance Framework

www.nzsta.org.nz/governance-framework-2018

Trustee election website

www.trustee-election.co.nz

Ministry of Education

Te Tāhuhu o te Mātauranga

www.education.govt.nz

Te Kete Ipurangi (TKI)

www.tki.org.nz

Education Review Office

Te Tara Arotake Matāuranga

www.ero.govt.nz

Education Counts

<https://www.educationcounts.govt.nz/home>

For all the information about our students, schools and education system that is in the public domain including public achievement information (PAI)

Education Gazette

<http://www.edgazette.govt.nz>

Principal and Board alerts, articles, features and details of teaching vacancies.

Education and Training Act 2020

<http://www.legislation.govt.nz/act/public/2020/0038/latest/LMS170676.html>





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