



Gore High School, 2021 Analysis of Variance

STRATEGIC GOALS

Collaboration		
<p style="text-align: center;">WELL-BEING</p> <ul style="list-style-type: none"> Focus on improving the mental wellness of all. Increase engagement for those students who currently display disruptive behaviours. Improve the Academic Mindset of our Māori students – belonging, Growth Mindset, I can succeed, value. 	<p style="text-align: center;">PEDAGOGY</p> <ul style="list-style-type: none"> Improve our teaching strategies to/which accelerate the progress of our poorest achieving students. Use technology to assist students to learn better. 	<p style="text-align: center;">PATHWAYS FORWARD</p> <ul style="list-style-type: none"> Incorporate and develop employability skills into our school culture. Further develop and enhance pathway choices with a focus on alternatives to University courses. Empower everyone to develop their leadership capabilities by creating a leadership culture in our school.
<p>He aha te mea nui o te ao He tangata, he tangata, he tangata</p>		

Strategic Aim: Pedagogy

Annual Aim: Understand and track progress in Reading, Writing and Mathematics for teachers and students

Baseline Data:

Reading Data from 2020:

71% of our 2020 Year 9 students are working at Level 3 and below of NZC in Reading

The Reading aspect of Reading to organise ideas and information for learning signpost 3 has 36 students in it.

The Reading aspect of Acquiring and using information and ideas in informational texts signpost 3 has 19 students in it.

The Reading aspect of Making sense of text signpost 3: Vocabulary knowledge has 29 students in it.

Mathematics Data from 2020:

Insert baseline data summary statement

2.17/5 rating in end of year Department Review in question "Our department has developed or adapted resources to support our reading/writing/maths aspect/s."

2.60/5 rating in end of year Department Review in "Our department has planned and used reading/writing/maths strategies in our teaching to support an aspect of the reading framework"

2021 Targets:

50% of Year 10 (2021) are working at Level 5 of NZ in Reading by the end of the year.

Accelerate the progress of:

In the Reading aspect to organise ideas and information move 70% of the year 10 cohort to set 5 or higher.

In the Reading aspect of Acquiring and using information and ideas in informational texts move 80% of Year 10 cohort to Set 5 or higher.

- **Using the inquiry cycle: Three students per core class are identified from LPF/PACt Data and strategies and resources are used to improve/progress achievement in reading/writing/Maths.**

Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Beyond NZC Level 5	-	-	-	-	-	-	-	-	-	9 (14%)
NZC Level 5	-	-	-	-	-	-	-	-	8 (13%)	11 (17%)
NZC Level 4	-	-	-	-	-	-	-	-	21 (35%)	33 (52%)
NZC Level 3	-	-	-	-	-	-	-	-	29 (48%)	9 (14%)
NZC Level 2	-	-	-	-	-	-	-	-	2 (3%)	1 (2%)
NZC Level 1	-	-	-	-	-	-	-	-	-	-
Total	-	-	-	-	-	-	-	-	60	63

Levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Beyond NZC Level 5	-	-	-	-	-	-	-	-	2 (3%)	-
NZC Level 5	-	-	-	-	-	-	-	-	20 (29%)	-
NZC Level 4	-	-	-	-	-	-	-	-	38 (55%)	-
NZC Level 3	-	-	-	-	-	-	-	-	8 (12%)	-
NZC Level 2	-	-	-	-	-	-	-	-	1 (1%)	-
NZC Level 1	-	-	-	-	-	-	-	-	-	-
Total	-	-	-	-	-	-	-	-	69	-

- **Two data points for all junior students used to identify progress: mid-year and end of year data is entered for reading/writing/maths.**
- **Writing is shared in other departments (as per review requests from departments)**
- **Discuss and agree on our rationale on using Level 4 curriculum objectives at Year 9.**
- **Endeavour to ensure a shared notion of consistency across schools.**
- **Collaborate with Longford Intermediate in Maths and/or reading and writing.**

Actions to achieve targets	Outcomes (what)	Analysis (so what)	Evaluation (what now)
Day one Term One meetings in class groups of Year 9 & 10 to look at 2020 Reading data. Class teachers of each core class at both Year 9 & 10 start to develop a plan of what and which priority learners to focus on.	Done	This works well for core teacher (English, Maths, Science etc.)	Need to work how option teachers can be part of the discussions for each priority learner. One idea is to trial a 'chat' in Microsoft Teams
Create a channel in Teaching Team for each core class for sharing of resources and possible IEP information or priority learners.	Channel in Teaching team called LPF/PACT. Folders made for core classes and then folders for each priority learner in this. Started with IEP information in there around base line data,	The folders worked well for information for student IEPs, but not so well for regular communication about where students were at and what strategies to try.	Suggest trying a 'chat' for each class that has a priority learner action plan attached to it.
Three weekly meetings of class core teachers to discuss resources strategies and priority learner progress.	This has not occurred. Two meetings of core class teachers in Term One and one "Bring the evidence meeting in Term 2.	Two worked well. It was enough to get information.	Continue with two meetings per term.
Developed or adapt resources to support reading/writing/maths aspect/s	This has occurred throughout the school in particular in Social Studies and Science. Pockets of option teachers have completed some activities. The WST took two PD sessions sharing resources and ideas. Both WST have actively worked with supporting the departments. Sentain has worked closely with PE and Health getting them up to speed.	The Within School teachers are working well here.	Appoint another within school teacher to help in this area.
Planned and use reading/writing/maths strategies in our teaching to support an aspect of the reading framework	Done	HoD's and teachers asking for more strategies.	Set up further PD with Lauren Latimer
Use data to inform teaching practice in reading/writing or maths.	The Mid Year data will support this and will be presented and analysed in early	We feel we have used data well. We have our own data and we have been down to	Continue to cooperate with Longford

	Term 3 to work out next steps. Initially in the HOD meeting and then in full staff meeting	Longford to get their data for the transition year.	
Moderation Café meeting held for writing with Longford and perhaps St Marys - bringing evidence	Moderation Café held. A great success. General agreement on the signposts for all levels. Will have another one in Term 3. The café moderated Maths and Writing student work from the three schools.	Just the one. Covid and time pressures impacted.	It worked really well and should be done again. St. Peter's College would like to join to, so invite them.
Midyear data is entered into LPF/PACT. Dates are set in the calendar. Meetings created to support.	Bring the Evidence meetings were designed to support. A structure was put in place for data entry so all junior teachers put in data.	Done and good. It is much better when the data is entered by the Within School Teachers enter the data after they have met with the teachers.	
2-3 PD sessions per term on Reading/Strategies.	Janelle Stevenson ran two PD sessions on reading in early Term 1. We also purchased 6 Literacy strategy books to support department work,	The PD sessions probably weren't targeted enough. But we did get the LPF framework going and teacher using it.	Now we need more targeted PD. i.e. what strategies can we use?
Provide professional development on identified reading strategies.	Have yet to do this. The mid year data might provide some ideas of where the PD would be best directed on.	See above.	See above
Social Science work with English Department on writing aspects	Although SOS have not been working directly with English. A lot of work on creating resources that support the aspects has gone on in SOS		
Social Science have meetings with Janelle Stevenson to familiarize themselves with writing aspects.	WST, Sentain has very much led this work in the SOS.	Our two Within School teachers have really developed their capacity to lead this.	More of the same
Explore what other schools are doing with reporting to parents LPF/PACT data	We are going to trail reporting to parents with a sample of students and their Academic Counsellors next term. Then review what needs to happen after that.	Got prepared to do this, but Covid interfered and we could not run these meetings with parents.	Resume this strategy in 2022
Trial conversations with students in Hauroa and AC) time on next	We are going to trail reporting to parents with a sample of students and their	See above	See above

steps/progress. (see suggestions for sharing PACT report with whanau)	Academic Counsellors next term. Then review what needs to happen after that.		
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Commentary:

By the end of the year 55% of our Y10 students were working at Level 5 or above in Reading. This met our target of 50% as outlined above and was up from 17% for the same students at the end of their Y9.

In *Reading to organise ideas and information for learning* 63% of the students were at set 5 or above. This fell short of our 70% target but was up from 19% at the end of Y9.

In *Acquiring and using information ...* 73% of the students were at set 5 or above. Again, this fell short of our target of 80% but was up from 35% at the end of Y9.

Strategic Aim: Learning Design for 21st Century (Using Technology for better learning)

Annual Aim: Embed 21st Century Learning and effective device use for learning at GHS

Baseline Data:

Devices: All students have devices for their learning at Gore High School

Targets:

- Staff: Feel confident and capable of incorporating 21st C Learning skills into their lessons
- Students: Able to show progress in developing 21st Century Learning skills in their work
- Departments: Able to show where they are using 21st Century Learning skills within their curriculum
- Community: Know how we are using devices to develop 21st Century skills at GHS

Actions to achieve targets	Outcomes (what)	Analysis (so what)	Evaluation (what now)
<p>Staff 21st C learning/ SAMR/ ITL Rubrics PD sessions around 21stC learning skills and lesson design using SAMR Start of year session: Reminder of 21st C learning/SAMR and plan for devices Term 2: 2 PD sessions reminding teachers about 21st C skills and SAMR for learning design HODs lead this within their departments to ensure learning is being enhanced using technology Carry out an implementation audit to determine how embedded 21st C learning is being used at Gore High School.</p>	<p>Term 2: 5 Staff volunteers for MIE training (Microsoft Innovative Educator): Training complete. JC, DI, RX, DL, AC AC application for MIE Expert and trainer – Pending. Application for Microsoft Incubator programme in and pending PD sessions: Quizlet and evaluating apps, TEAMS assignments and PowerPoint, Class Notebook Intro and examples, Sway. Evaluation of departments: what 21st C learning category is most useful for students in their curriculum area. Feedback: Student survey (whole school) on aspects of 21st C learning:</p>	<p>PD was effective to upskill staff. More staff using IT for 21c skills. Audit revealed that all departments were using some form of developing 21c skills with students, and could give examples.</p>	<p>Departments set goals for going forward into 2022. Encourage staff to join up to Microsoft Educator Centre..</p>

4 staff trained as Microsoft Innovative Educators			
<p>Integrated Learning TEAM for Maths and Science (AC, FL, GH, DU, CK and CG to assist)</p> <p>Evaluate the success of the integrated maths/science programme for Juniors</p>	<p>Term 1 Student survey: https://forms.office.com/Pages/DesignPage.aspx?fragment=FormId%3DCiGNd7AekWbVJB1upT1j-hRvczrrGxHobfwXCiNUJURTdaMFFEWjg2WUxXMUI1VVc1Tk9PNklUUY4u%26Token%3Daca10f6830d0426387e407d5eb27ef39</p> <p>Term 2 Feedback: Teacher and student focus group questions (includes both SIMS and core class groups): This is the evaluation: https://ghs.sharepoint.com/:w:/s/TeachingStaff303/EXCaBJyR08JOiuBCeP5DvbMBDHxbeamVBjpHVQ6IaKigmmQ?e=iunf8d</p> <p>SIMS/Non SIMS Comparison: Data and Year Student survey data: https://ghs.sharepoint.com/:w:/s/SeniorLeadershipTeam/EXDuBcA9u6VGs3Nret4f6EgB9b83e01IH1as2SBughTz7Q?e=0dJdIL</p>	<p>We found that achievement was as good in the SIMs classes as the control groups. But, the opportunities for 21c skills development was noticeably higher in the SIMs classes.</p>	<p>Further develop integrated curriculum practices in 2022</p>
HOD input into report to parents and supporting document for 21 st C learning at GHS		This did not happen because of interruptions related to COVID.	
Support staff with 365 training. Induction training with new staff. Co-ordinate 'help' resources	<p>TEAMS training for new staff T1 Wk 4</p> <p>Term 2 PD: PD sessions: Quizlet and evaluating apps, TEAMS assignments and PowerPoint, Class Notebook Intro and examples, Sway.</p> <ul style="list-style-type: none"> • 5 Staff volunteers for MIE training (Microsoft Innovative Educator): Training complete. JC, DI, RX, DL, AC • AC application for MIE Expert and trainer - accepted 	<p>Staff booklets were produced. The sessions for new staff were implemented. Checking in with new staff a few weeks later was a good process. It was felt that there is a lot to take on at the beginning.</p>	<p>Carry on the same for 2022</p>

	<ul style="list-style-type: none"> Incubator programme for GHS accepted 		
Students Develop skills using 365 as an online platform for learning: Y9 Induction: Basic skills Y10 – Y11: Develop competency - common skills across subjects.	Term 2: Student audit over their capability on using devices for their learning. – Student Feedback Perception of 21st C learning July 2021.docx STREAM ‘how to’ videos for students and staff added to as per need.	Y9 picked up the skills quickly. Nothing specific for Y10.	Make sure all Y9’s get an induction quickly at the start of the year. Link this to the SIMs classes.
Departments HODs contribute to evaluation of current status of 21 st C skills within curriculum areas. Departments continue to develop curriculum with using SAMR for activity design and ITL Rubrics for learning programme design and can show this in their schemes of work.	7 th July PD session in depts. Department review of 21 st C Learning: Department Review of 21st C learning July 2021.docx 20 th Oct: PD around 21 st C focus Why, How and What and an app to help progress students in this area. Department focus for 2022		Consider reporting on this in the effectiveness reports.
Community Receive communication about 21 st C learning at Gore High School.	Term 1: 2X Digital Newsletter parents: https://sway.office.com/F0FkoOsiAdRk28cb?ref=Link https://sway.office.com/zuMGSvc3YFPp swQd?ref=Link Term 2: Digital Newsletter: https://sway.office.com/CLl9C8qRERzQ OH2m?ref=Link	We are pleased with the quality of these. Got very little feedback from parents. We added a section to the website explaining how we were using digital technologies for learning.	Continue this and develop to allow students to have more input into the production of these. A sharper focus on communicating the students progress, by email.

	Term 3 Digital Newsletter: https://sway.office.com/CLI9C8qRERzQOH2m?ref=Link Webpage: https://www.gore-high.school.nz/byod SIMS parent feedback: SIMS PArEnt feedback		
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Commentary:

We feel we have made good progress in all of the target areas.
We get good feedback from students – they are accessible and we can follow up.
We get little feedback from parents.

Strategic Aim: Improve the mental wellness of all.

Annual Aim: Improve student well-being and belonging by strengthening staff and community relationships. Actively involve staff in their own well-being.

Baseline Data:

- Staff not actively involved in own schoolwide well-being systems and processes.
- The newly released “Mental health education and hauora” not being used at Gore High School.
- The review of PB4L carried out at the end of 2020 identified some strengths and some areas for improvement.

Targets:

- Staff well-being group established and operating.
- Each term, some elements of Hauora time explicitly address mental health.
- Action plan established and implemented to re-brand and re-invigorate PB4L concepts

Actions to achieve targets	Outcomes (what)	Analysis (so what)	Evaluation (what now)
Meet with staff to discuss establishment of a staff led well-being committee/group.	<p>11 staff attended a meeting on 8th March in the staffroom. Everyone welcome.</p> <p>Committee set up following expressions of interest. Balance of committee considered and coverage across the school.</p> <p>Committee up and running and have consulted with full staff at a staff meeting.</p> <p>Action plan being worked on.</p>	<p>This was a good way to set up the group and establish a collaborative atmosphere.</p> <p>Significant progress was made.</p>	Keep this group going and growing in capability.
Meet with Sarah le Roux and consult with Maggie Harvey regarding the newly published ‘Mental Health Education and Hauora’.	Discussed with Sarah le Roux.	A few lessons were incorporated into Hauora time, though there is much more scope here.	Set up a more structured curriculum for Hauora and include Mental Health lessons within this

<ul style="list-style-type: none"> • Discuss with them some ways these lessons can/will be incorporated into Hauora time. • Is there any overlap/conflict with the health curriculum? 			
Assist Sarah le Roux with her planning these into Hauora time, and monitor this.	Amy Christie and Mel Hamilton have assisted with planning	Meet with Sarah and discuss planning.	See above
Once a term, a lesson is used in Hauora time.	One of these was used in Hauora time in term 2.	See above	See above
Pastoral Team to discuss the PB4L review carried out by Marcus Gough	Pastoral team have developed a plan of action around the recommendation.	Clive encouraged others in the pastoral team to take a leadership role by chairing meetings on a rotational basis.	Continue building leadership capacity in this way.
Action plan established to re-brand PB4L	Action plan established and begun.	Amy Hazlett led the review above and the pastoral team are establishing the changes to The Gore High Way	Run PD sessions on this, as a number of staff were not here when we developed the philosophies and principles involved.
Action plan implemented	Being implemented. It is called the Gore High School Way	See above	See above

Commentary:

The establishment of the Staff Wellbeing Group was a major success for the year.

More work needs to be done using the Mental Health resources.

Good process has been made reviewing PB4L. We need to give this more coverage now to remind all staff of the philosophy and practices.

Strategic Aim: Pathways Forward

Annual Aim: to improve our knowledge of career pathways and planning; to inspire students to be leaders

Baseline Data: student leadership positions currently are:

- Hauora teachers carry out Academic Counselling; they have little training in Career Pathways
- We have no Graduate Profile
- Leadership opportunities for Senior/Middle leaders are ad hoc and are accessed by individuals through PD applications

Targets:

- Create and adopt a Graduate Profile
- Plan for three staff sessions with a Careers Pathway focus
- Support at least 5 middle leaders to take significant development opportunities throughout the year

Actions to achieve targets	Outcomes (what)	Analysis (so what)	Evaluation (what now)
Gather examples of Graduate profiles from other places	(Note: these first 4 actions were to have taken place last year. After lockdown etc. we did not get back to these.)	No progress with this.	<p>In some ways the moment has gone. We have been so busy with other initiatives that this no longer seems a priority.</p> <p>Staff have voiced concern about being overwhelmed. Some of this is Covid related; this has created an extra layer of stress.</p> <p>We have made very good progress in our two key strategic areas of LPF/PaCT and 21C Learning. So, for now they have taken priority.</p>
Meet with the Careers Department to discuss a Gore High School Graduate profile			
Prepare a draft profile for distribution and discussion			
Adopt Graduate profile			

Discuss with Careers Department how we can best impart training to Hauora teachers	Careers department presented to staff prior to Academic Counselling.	This was appreciated by staff.	Plan to do have a Careers Department whole staff update a couple of times a year.
Plan three sessions to be delivered at Wednesday PD or at a staff meeting	One session delivered to date.	See above	See above
Set up "Leading Adult Learning to Improve Learning for All" course to be run out of GHS	Course up and going.	Senior staff felt that this was a major initiative. We invited St Peter's to join us and several did. We also had Educational Consultant, Andy Wood, join us. He valued the course also. Some of our staff seemed not to value it so much; perhaps there is an age and stage element to this. The one-to-one coaching sessions were particularly well done.	Rector to begin 'talking the walk' about Learning Talk. This will become part of the staff culture – how we do things around here. There is much to learn. Look for opportunities to send other staff on the same course.
Encourage at least 5 middle leaders to take part in this course.	JK, DU, FL, HZ, RB attending	See above	See above
Senior leaders to commit to this course as well	DP,RC, AS	RC, DP and AS very pleased to have done the course and felt it very valuable.	Plan to use the Learning Talk techniques on a more regular basis.
PD Coordinator to make staff aware of other opportunities for leadership growth.	AS advertising material as it becomes available. AS encouraging staff to attend.	Several staff have applied for leadership courses throughout the year and we feel we are encouraging a growth culture in this regard.	Keep this as a major philosophy; growing capacity in our staff is one of the best things we can do to ensure ongoing quality teaching for our students.

Commentary:

The major gain here has been in the area of Staff Leadership. Joan Dalton's Learning Talk strategies are being spread among the staff by those attending the course. This is quite deliberate. There have been several full staff sessions where some of these principles have been applied. This has fitted in nicely with the work of the Staff Wellbeing Group.

We believe this is the start of a 3-5 year process of shifting the staff capability so that professional conversations can develop at a more meaningful and detailed level, where openness is key and where complex problems can be addressed.

Although we did not meet the targets for delivery by the Careers Department, this is still something we would like to work on.

The Graduate Profile is being put to one side for now.