

Analysis of Variance Reporting 2022

Raising Achievement of Male Māori Students Years 0-9 – Relating to Others

School Name:	Ruru Specialist School	School Number:	4011
Strategic Aim:	Individual Student Progress and Development		
Annual Aim:	Priority Areas of Learning identified in collaboration with student/ākonga and family/whanau through engagement in IEP/ICP process and/or referral to RSS Specialist Services		
Target:	Raise achievement of male Māori students (Years 0-9) in the Key Competency – Relating to Others		
Baseline Data:	<ul style="list-style-type: none"> • In our Ruru Specialist School Procedure regarding the achievement of Whānau Māori students/ākonga, our purpose is ‘to involve whānau of Māori students in identifying important learning needs of their children, and to encourage their interest and support for their children's educational progress and achievement. The intended outcome is the setting of targets for improved achievement that are supported by whānau. These are developed through the I.E.P. process’. • In 2021, 44% of students identified in this cohort had 0 (zero) IEP/ICP phases set and/or achieved in the area Relating to Others. 56% had phases achieved, ranging between 2 and 9 goals. These figures show a deficit in this Key Competency learning area, and therefore the Relating to Others Key Competency was identified as an area of growth for our male Māori students in years 0-9. • This goal in our Annual Plan is reflective of Ka Hikitia, the Māori Education Strategy, helping Māori identity and culture to be valued and reflected in education. A sense of belonging is crucial to Māori identity and Māori learners need to see themselves in their surroundings. (The Future of Māori Education - Otakou Murihiku Otago Southland Report 2018 – Ministry of Education) 		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> ➤ Teachers identified goals that suited their student in the area of Relating to Others, and added them to the IEP/ICP database for the year ➤ There were more goals added as felt were needed during IEP/ICP meetings ➤ Therapy staff had input in adding goals to IEP/ICP meeting records prior to meetings ➤ Whānau had opportunities to add further goals at IEP/ICP meetings ➤ Teaching staff were expected to ensure that goals set were both achievable and achieved for their students during the year ➤ Teachers identified areas within their daily programme where they specifically taught skills within the area of Relating to Others ➤ Therapy staff created Social Skills groups in their programme and ensured students in this cohort were able to participate weekly. 	<ol style="list-style-type: none"> 1. By the beginning of Term 3 2022, 50% of this cohort of students had achieved an increase in achieving more goals in the area Relating to Others than in 2021. 2. At the beginning of Term 4 2022 75% of students had achieved an increase. 3. All students had achieved an increase by the end of Term 4 2022 (100% of the cohort). 4. All new students at Ruru School in this cohort during 2022 achieved at least 1 IEP/ICP phase in the area Relating to Others. 2 students achieved 1 or 2 goals and 2 students achieved 5. 5. The average increase in achievement of goals in the area Relating to Others over the whole cohort in 2022 was 3.4 phases. 6. Examples of how teachers specifically taught aspects of Relating to Others in their classrooms include taking turns and sharing with others, joining in groups through waiata, shared stories , IEP/ICP goals and SLT sessions, Manaakitanga , Tuakana / Teina relationships , role modelling , high expectations for behaviour , speaking and listening to others , not doing for students what they can do for themselves , games and puzzles and giving and receiving compliments. 7. Our whole school demonstrated tuakana/teina during the week of Polyfest, and continue to practise together since these performances. 	<ul style="list-style-type: none"> ➤ Having a focus on achievable results in a Key Competency ensured that we could see an improvement in figures rather than anecdotal evidence in classrooms. ➤ The teaching within the classroom programmes was a great reflection for teachers to look at how they teach Relating to Others, and therefore improve this in their classroom timetable by being more aware. ➤ The input from the Therapy Team was very useful, and was also incorporated into everyday programmes (e.g. using the This is the Way we Say Hello visual book for Juniors). 	<ul style="list-style-type: none"> ➤ There was 100% success in achieving the target. However, the increase in actual numbers of IEP/ICP phases was quite minimal for some students (1/2 phases). We could have had a higher number in our target to achieve (e.g. 5 more phases than the previous year), which may have resulted in more learning happening for this cohort in Relating to Others. ➤ The school could incorporate further ideas around Te Āo Māori to reflect Ka Hikatia. This is part of our Annual Plan in Culturally Responsive Practices.

Planning for next year:

Ruru Specialist School will always respond to the needs of our Māori students, reflecting Te Āo Māori principles in our practice. We could continue this focus for this cohort of students by bringing in the Key Competency Participating and Contributing as well as Relating to Others. This would give our students some practical experience of 'how to' Relate to Others (e.g. turn taking, participating in drama, creating art) alongside bringing in their world view perspective.

Deborah Sunshine

25/10/22