

Analysis of Variance Reporting



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| School Name: | Chaucer | School Number: | 1243 |
| Strategic Aim: | Chaucer students to be empowered, confident learners. This to be achieved through a focus on: Rangatiratanga-Student led learning-Ahua; Whanaungatanga-Collaboration-Aroha; Manaakitanga-Respect-Awhi. | | |
| Annual Aim: | To increase the number of students independently modelling our Chaucer Values. | | |
| Target: | All year 5 & 6 students independently model our Chaucer Values. | | |
| Baseline Data: | Our four Chaucer Values (Respect; Responsibility; Safety; 100% effort) are well embedded. Behaviour incidents (minor & serious) have been reducing over time. | | |



| 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> |
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| <ol style="list-style-type: none"> 1. Strategic goals embedded with continued integration of e.g. Manaakitanga and Awhi 2. 'The Chaucer Family - Who are we?' - Further communication of harakeke image/metaphor [see Strat plan] 3. Target continues to include expectation that all year 5 & year 6 students independently model our Chaucer Values. 4. Celebration of a different language(s) every week from those spoken @ Chaucer. 5. Cultural Day - Organised & run by yr 5/6 students. 6. Student leaders lead the induction of new students and their families. 7. Chaucer Values integrated into the Performing Arts programme. | <ul style="list-style-type: none"> - Year 5 and Year 6 students were surveyed, asking them to assess their own ability to independently model each of our Chaucer Values. - Range of adult voice was collected, related to what they were seeing around school. This was fed back to staff & BOT. - Parents & caregivers were surveyed post lockdown and asked, <i>'Did our Chaucer Values [Respect; Responsibility; Safety; 100% Effort] help your child deal with this challenging situation and if so how?'</i> Vast majority responded, 'Yes' with examples. - The continued schoolwide termly focus on one of the values supported a common language and deepened the understanding around the particular aspects of our Chaucer Values. - All students had the opportunity to be active first thing in the | <p>New students and their families are introduced to the Chaucer Values by the student leaders and principal at the first induction visit. This supports the process of being 'Chaucerised' i.e. being welcomed into the Chaucer Family and immersed in the values and expectations of our school. COVID-19 lockdowns provided an opportunity for our students to demonstrate our values. Feedback from them and from parents was that they helped them during this difficult time.</p> <p>Consistent, regular positive reinforcement of our four Chaucer Values is school wide. The values are explicitly taught and also integrated into e.g. whole school assembly stories, the performing arts programme, communications with parents & whanau.</p> <p>Teachers facilitate & support student projects/activities e.g.</p> | <ul style="list-style-type: none"> - Extra signage to be installed around school, displaying the Values. - Cultural Day - Whole school takes ownership of this event. - Identify excellent practice both within our own school and at other schools within our Kahui Ako. Share ideas and reflections with, and learn from, the other 8 schools. - The harakeke/flax image that represents the 'Chaucer Family' to be shown & explained at every induction meeting for new families. |

Tātaritanga raraunga



8. Student led learning [SLL] approach continued to be implemented in classes. Teachers utilised self-reflection rubric to gauge the progress of their practice in this area. SLL self reflection rubric used by students.
9. A schoolwide skills development programme, linked to our Chaucer Values, continued to be taught in every class.
10. A termly focus on one of the four Chaucer Values+an aspect of that value continued schoolwide. This was reviewed at the 'Chaucer Family Professional day' at start of the year.
11. Student Leader Chaucer Values Achievement (CVA's) with an enviro focus, designed & awarded by student leaders.
12. Stories shared at whole school assembly, focusing

morning due to the whole school fitness sessions.
- Behaviour incidents (minor and major) continued to decline.

trips, Chaucer Family Night, visiting farm etc.
Improved attendance at 'Chaucer Family nights' - range of contributing factors including students proactively promoting this at home.



on the particular term's
Chaucer Values theme.

13. Expectation that everyone is treated with the same high level of respect, including guest teachers (relievers & student teachers are described as 'guest teachers' to reinforce the level of respect expected).
14. 'Chaucer Family - Meet the teacher', Day 1 of term 1 continued – parents & whanau booked a slot to meet with their child's new teacher. Purpose: Build whanaungatanga, empowers students & parents to lead the discussions, strengthens the learning partnership between home and school. Contributes positively to the wellbeing of students.
15. 'Flipped classroom' approach continued to operate in the yr 5/6 classes, supporting 24/7



learning. This came into its own during lockdowns.
16. Whole school fitness, Mon - Thurs.

Planning for next year:

- School wide focus on Te Ao Maori to continue, including collaborative inquiries.
- Continued promotion and teaching of how our Chaucer Values can help during lockdowns.
- Signage installed around the school, displaying the Chaucer Values.
- Lynfield Kahui Ako expertise accessed.