Analysis of Variance Reporting for the Year ending 2020.

SCHOOL	ONEPOTO SCHOOL	SCHOOL NUMBER	1400
Strategic Aim	• To build and develop a school culture of successful learners. • To improve student achievement.		
	WHANAUNGATANGA **Building and developing relationships** Onepoto Learners will build and develop positive and sustainable relationships strengthening relational trust. This leads to engaged learning. Every learner has the right to an education in an environment that values their identity, and nurtures their mana, language, culture and strengths.	**TIKANGA AKO** **Learning to learn** Onepoto Learners will be encouraged and empowered to learn and use a range of strategies to make the right choices, make links to prior learning, problem solve, reflect on what they have learned and talk about their next learning steps. We will develop these skills for personal wellbeing and lifelong learning.	
Purpose:	Rebuild a positive attitude for teaching a learning with students and teachers. This led to engagement.	Rebuilding our students and teachers to become learners who can build on the knowledge and skills to be successful learners and so that successful learners could take place,	
Annual Aim	**ORAL LANGUAGE & EARLY LITERACY:** Build students oral language ability so they are better placed to successfully participate in reading and writing programs.		
Targets:	• 60% of all students achieving at or above expectation in Reading. • 60% of all students achieving at or above expectation in Writing. • 60% of all students achieving at or above expectation in Maths. • 60% of all Maori students achieving at or above expectation in Reading. • 60% of all Pasifika students achieving at or above expectation in Writing. • 60-70% of all students in Years 1 and 2 will improve in the oral language		

Baseline Data End of Year 2020 (NAG2) states:

Note: 2 students are not included in this data as they started school in late Term 4, 2020

EOY 2020	No# 0f Students	READING				WRITING				MATHS			
NZC	TOTAL	WB NZC Exptn	B NZC Exptn	AT NZC Exptn	ABV NZC Exptn	WB NZC Exptn	B NZC Exptn	AT NZC Exptn	ABV NZC Exptn	WB NZC Exptn	B NZC Exptn	AT NZC Exptn	ABV NZC Exptn
Year 0	2	-	2	-	-	-	2	-	-	-	2	-	-
Year 1	5	5	-	-	-	2	3	-	-	-	1	4	-
Year 2	5	2	-	-	4	2	-	4	-	2	-	2	2
Year 3	12	3	-	5	4	6	1	5	-	3	2	6	1
Year 4	9	4	1	4		4	1	4	-	4	1	4	1
Year 5	13	4	3	1	5	6	3	4	-	5	8	-	-
Year 6	6	-	3	3			5	1	-	2	1	3	-
TOTALS:	52	18	9	13	13	20	15	18	-	16	15	19	4
%	100%	35%	17.3%	25%	25%	38.5%	29%	35%	-	31%	29%	37%	8%

SWSN	0	-	-	-	-	-	-	-	-	-	-	-	-

BOYS	20	8	5	2	5	4	8	2	-	5	2	5	-
%		40%	25%	10%	25%	20%	40%	10%	-	25%	10%	25%	

GIRLS	24	8	4	4	8	6	5	13	-	9	10	4	1
%		33%	16.6%	17%	33%	25%	21%	54.16%	-	37.5%	42%	17%	4.2%

MAORI	20	8	5	2	5	4	8	2		5	2	5	
%	%	40%	25%	10%	25%	20%	40%	10%	-	25%	10%	25%	

PASIFIKA	26	9	4	9	4	10	4	11		8	8	10	1
%	%	34.6%	15%	34.6%	15%	38.46%	15%	42.3%		30.76%	30.76%	38.46%	4%

Comparative with 2019

EOY 2019 (T4)	TOTAL	READING				WRITING				MATHS			
		WELL BELOW	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	ABOVE	WELL BELOW	BELOW	AT	ABOVE
Year 1	11	4	5	1	1	2	6	3	-	4	-	5	2
Year 2	14	3	5	1	5	6	1	5	2	1	6	7	-
Year 3	7	2	3	2	-	3	1	2	1	-	4	3	-
Year 4	13	4	1	8	-	3	2	8	-	1	6	6	-
Year 5	6	-	3	3	-	-	4	2	-	-	3	2	1
Year 6	10	1	-	7	2	1	1	8	-	2	1	7	-
TOTALS:	61	14	17	22	8	15	15	28	3	8	20	30	3
%		22.95%	27.86%	36.06%	13.1%	24.59%	24.59%	45.90%	4.91%	13.11%	32.78%	49.18%	4.91%

SWSN (Year 6)	1	1				1				1			
%		1.63%				1.63%				1.63%			

BOYS	30	9	7	11	3	8	7	13	2	4	10	12	4
%		30%	23.33%	36.66%	10%	26.66%	23.33%	43.33%	6.66%	13.33%	33.33%	40%	13.33%

GIRLS	31	5	9	11	6	4	12	13	2	5	9	16	1
%		16.12%	29.03%	35.48%	19.35%	12.90%	38.70%	41.93%	6.45%	16.12%	29.03%	51.61%	3.22%

MAORI	18	6	4	4	4	4	5	7	2	5	5	8	
%		33.33%	22.22%	22.22%	22.22%	22.22%	27.77%	38.88%	11.11%	27.77%	27.77%	44.44%	

PASIFIKA	30	9	6	13	2	10	4	13	3	3	12	13	2
%		30%	20%	43.33%	6.66%	33.33%	13.33%	43.33%	10%	10%	40%	43.33%	6.66%

ACTIONS What did we do?	OUTCOMES What happened?	ANALYSIS Why did it happen?	EVALUATION Where to next?
LITERACY – Reading			
1.<u>**DATA:**</u> Reviewed all reading assessment data with SLT and teachers, with attention on the learning needs of prioritised learners working at below age or expectation. Accelerate and progress students' achievement. 2. **PLD - Intervention** – Reading and Writing. This was identified through staff meetings and the lack of phonemic awareness students had in Years 4, 5 and 6. Our question was why? What were we not doing? How would we change. **<u>Pre-intervention –</u>** • Pre meetings with staff to discuss the intervention purpose. Encouraging teachers to develop a change in Mindset to be responsive to student need.	<u>**READING - All students:**</u> At the end of 2020, 50% of students achieved at or above expectation for Reading. 52.3% achieved below or well below expectations for Reading. **Reading: Maori student Achievement** At the end of 2020, 35% of students achieved at or above expectation for Reading. 65% achieved below or well below expectations for Reading. **Reading: Pasifika student Achievement** At the end of 2020, 49.6% of students achieved at or above expectation for Reading. 49.6% achieved below or well below expectations for Reading. It is important to note that we have a small roll, transient students due to the housing development and those in	The impact of Covid-19 had a **significant impact** on student learning and achievement at our school, which is reflected in the data, however despite this, progress was made. Distance Learning was difficult for many families as many did not have home internet and some families worried about the cost of device use with electricity costs and maintaining the government modems that were distributed. Post lockdowns, attendance of students became problematic for many students, with a staggered return after lockdown 1 and 2. 17% of our students had irregular attendance during terms 3 and 4. The Attendance Service was involved with 10% of these students with a plan implemented..	Implement our newly developed **Vision of Learning** for Reading for all staff. This is work was collated over 2 years and designed in 2020 our PLD work in Reading and Writing. Use the strengths of staff by repositioning them in classes that will make positive impact on student learning. Ensure that appropriate resourcing and maintenance of interventions and related programmes remains consistent and sustainable. School-wide data is shared with all staff to ensure we are explicitly monitoring student learning and achievement. Explicit planning and teaching for all students – shared and

• Honest conversations with teachers helped to unpack us. • PLD meetings unpacked the data and our current practice and what needed to change. • Identified students achieving Well Below and Below. • Discussed our approaches to improve oral language, reading and writing and the importance of ensuring these were linked in our delivery. • Teacher's Appraisal Goal was a collaborative goal related to the same PLD focus. **DURING THE INTERVENTION**: • Regular SLT and staff meetings to track progress and listen/observe teacher practice in action. • Implementing the strategies from Vision Education.	emergency housing and Covid-19 lockdowns.	Urgent Response Funding (URF), was implemented in Term 4 for an attendance support program for in-class learning, specifically targeted to supporting students with poor attendance. **Student Return after Lockdowns** Teachers implemented the PLD strategies for Reading and Writing. Term 3 and Term 4 gathered more traction, as school was opened for longer periods of time. The DP was released to develop the school Learning Vision with the Principal for implementation in 2021. **COLLABORATIVE TEACHING** The idea of collaborative teaching was introduced through a series of staff meetings and PD workshops. We unpacked collaboration and our fears & perceptions. Teachers trialed collaborative reading with all classes. This proved pivotal in	discussed as a team. Look at our planning against our Learning Vision expectations for teachers. Review - Have we done what we set out to do? Ensure priority learners are involved in intervention programs – Reading Recovery, STEPS to Literacy and reading mileage groups. ESOL groups PLD for all teachers/kaiarahi 2021; Assessment for Learning and DMIC Maths. In 2021, an Attendance Mentor will be employed by a second round of URF funding to support students and whanau from the beginning of the year, with a plan and ongoing in class support in Wellbeing, Reading, Writing & Maths. **ONGOING WORK FOR FUTURE DEVELOPMENTS**

• PLD staff meetings for teachers to share successes, areas to develop & next steps. • Developing word walls/vocab walls as visual reference for student learning was vital for our Maori and Pasifika students.		planning ahead for our teaching and learning strategy moving into the new school, open learning spaces. Practice to develop collaborative teaching and learning, will continue in 2021.	• developing best practice for explicit teaching and DATs in Reading and Writing. • Identify students for small group intervention as soon as possible and make it happen with or without funding support. • Make more referrals to RTLB for small group interventions or teacher support. • SENCO develops register of SWSN and implements new school referral process.

ACTIONS What did we do?	OUTCOMES What happened?	ANALYSIS Why did it happen?	EVALUATION Where to next?
LITERACY – Writing			
1.Review all writing assessment data with SLT and staff, with particular attention on the learning needs of prioritised learners working at below age or expectation. Accelerate and progress students' achievement. 2. Teacher Aides to support writing in class 1:1 and in small groups. 3. SLT Monitoring students' achievement and progress term by term. 4. Moderation of Writing each term to look at progress of students and develop OTJ especially for mid-year and end of year reporting milestones.	**Writing: All students** 35% of all students achieved at/above expectation. 67.5% of all students achieved below expectation. **Writing: Maori Achievement** 10% of all Maori students achieved at/above expectation. 60% of achieved below expectation. **Writing: Pasifika Achievement** 42.3% of all Pasifika students achieved at/above expectation. 53.46% of Pasifika students achieved below expectation. It is important to note that we have a small roll, transient students due to the housing development and those in emergency housing and Covid-19 lockdowns.	The impact of Covid-19 had a **significant impact** on student learning and achievement, which is reflected in the data, however despite this, progress was made. Distance Learning was difficult for many families as many did not have home internet and some families worried about the cost of device use with electricity costs and maintaining the government modems that were distributed. We applied for modems as the first tranche of device distribution gave college students first priority. Post lockdowns, attendance of students became problematic for many students, with a staggered return after lockdown 1 and 2. 17% of our students had irregular attendance during terms 3 and 4. The Attendance Service was	Implement our new Vision of Learning for Writing for all staff. This is work was collated over 2 years and designed in 2020 our PLD work in Reading and Writing. Use models of writing discussed and implemented from PLD in 2020. Use LLP exemplars. Use the strengths of staff by repositioning them in classes that will make positive impact on student learning. Moderation Process – Term 2 before Mid-Year assessment and Term 4 for EOY assessment. **COLLABORATIVE TEACHING** Develop collaborative teaching with teachers and utilise our kaiarahi, effectively, in the open learning space. This will give

| | | involved with 10% of these students with a plan implemented.

Urgent Response Funding (URF), was implemented in Term 4 for an attendance support program for in-class learning, specifically targeted to supporting students with poor attendance.

The DP was released to develop the school Learning Vision with the Principal for implementation in 2021.

Moderation took place in Term 3 and Term 4 with the PLD facilitator. Work around LLP exemplars were integral to our learning vision development for the school and OTJs. | students more access to learning support.

Implement Tataiako and the Pacific Education Plan &Tapasa explicitly to support Maori and Pasifika students.

Ensure that appropriate resourcing and maintenance of interventions and related programmes remains consistent and sustainable. |

ACTIONS What did we do?	OUTCOMES What happened?	ANALYSIS Why did it happen?	EVALUATION Where to next?
MATHS			
1.**DATA:** Reviewed all Maths assessment data with SLT and teachers, with particular attention on the learning needs of prioritised learners working at below age or expectation. 2. Accelerate and progress students' achievement. 3. Teachers to work on building math's knowledge and strategies with students monitoring what worked and areas to develop in teacher practice and student knowledge. 4. Develop expectations for a maths learning vision.	**MATHS** – 25% students were achieving at or above the NZC, and 60 % of all students were achieving below expectation. **Maori Students -** 35% of Maori students were achieving at or above the NZC, and 25% of Maori students were achieving below expectation. **Pasifika student Achievement** 42.5% of Pasifika students were achieving at or above expectation, and 62% of Pasifika students were achieving below or well expectation. It is important to note that we have a small roll, transient students due to the housing development and those in	The impact of Covid-19 had a **significant impact** on student learning and achievement at our school, which is reflected in the data, however despite this, progress was made. Distance Learning was difficult for many families as many did not have home internet and some families worried about the cost of device use with electricity costs and maintaining the government modems that were distributed. Post lockdowns, attendance of students became problematic for many students, with a staggered return after lockdown 1 and 2. 17% of our students had irregular attendance during terms 3 and 4.	**MATHS LEARNING VISION** To re-visit and adapt our current maths learning vision through the PLD work with DMIC Maths. **LESSON DELIVERY** Unpacking what we do and developing our lesson of maths through DMIC. Staff PLG meetings are data driven with a focus on best practice in Maths. **INTERVENTIONS** Through small group work. Build resource banks including digital.

| | emergency housing and Covid-19 lockdowns. | The Attendance Service was involved with 10% of these students with a plan implemented.

Urgent Response Funding (URF), was implemented in Term 4 for an attendance support program for in-class learning, specifically targeted to supporting students with poor attendance.

Student Return after Lockdowns
While the PLD focus for teachers was on literacy, this also helped students to access all curriculum areas. In maths, this helped students to read maths problems more effectively, in small groups and in 1:1 session. Vocab lists were created as visual cues for learning in maths.

During Covid-19, the DP was released from class, to develop the school Learning Vision with the Principal for implementation in 2021. Work collated over the last 2 years became part of the | **FUTURE DEVELOPMENTS**:
● Continue to develop practice for explicit teaching through the DMIC maths approach.

● Review and reflect our implementation of DMIC practice.

● Develop our collaborative teaching approach in maths. |

		learning vision for the school with clear expectations for teachers and staff. In Term 3 and 4, the DP reviewed how assessment tools were used, Jam and Gloss, and staff workshops were developed to upskill teachers.	

PLANNING FOR NEXT YEAR

Targets for 2021 are relevant and reflect the needs of students as informed by student achievement information. It is worth noting that this information changes from one year to the next depending on the changes to the original cohort from one year to the next. We have transient students due to the new building development in our neighborhood, and that some new enrolments are in emergency housing. This should be noted for future development as the school will grow considerably from 2021 onwards.

It is also worth noting for future development, that the leadership team of Principal and Deputy Principal, started in term 4, 2018. This is their 3rd year of developing the internal and external structures of the school. A new Learning Vision for the School will be implemented in 2021, outlining clear teaching and learning expectations for all staff.