

# Analysis of Variance Reporting for the Year ending 2021

<b>SCHOOL</b>	<b>ONEPOTO SCHOOL</b>	<b>SCHOOL NUMBER</b>	<b>1400</b>
<b>VISION</b>	<i>“Discovering our future – Learning for Life”</i>		
	<p style="text-align: center;"><b><u>Whakawhanaungatanga</u></b>  <u>Working together</u> - *School structure and organisation</p> <p>Onepoto Learners will build and develop educationally powerful and positive relationships, strengthening relational trust and knowing their learning purpose. We have high expectations for all learners ensuring all students have a positive schooling experience. Our environment values them and their identity, nurtures their mana, language, culture, strengths, and talents. This leads to highly engaged learners, prepared for their schooling years.</p>	<p style="text-align: center;"><b><u>Tikanga Ako</u></b>  <u>Learning to Learn</u> *Improving student learning and achievement</p> <p>Onepoto Learners will be empowered to learn and use a range of strategies to develop a positive learning attitude that engages them in learning, enabling them to make links to prior knowledge, develop the skills to problem solve, challenge themselves, reflect on what they have learned and talk about their next learning steps. We will develop these skills for personal wellbeing and lifelong learning.</p>	
<b>Annual Aim</b>	<b><u>ORAL LANGUAGE &amp; EARLY LITERACY:</u></b> Build students oral language ability so they are better placed to successfully participate in reading and writing programs.		
<b>Targets:</b>	<ul style="list-style-type: none"> <li>• 60% of all students achieving at or above expectation in Reading.</li> <li>• 60% of all students achieving at or above expectation in Writing.</li> <li>• 60% of all students achieving at or above expectation in Maths.</li> <li>• 60% of all Maori students achieving at or above expectation in Reading.</li> <li>• 60% of all Pasifika students achieving at or above expectation in Writing.</li>   <li>• 60-70% of all students in Years 1 and 2 will improve in the oral language</li> </ul>		

## OUR SCHOOL & COVID-19

This year were again impacted by Covid-19 which interrupted schooling; teaching and learning from 14<sup>th</sup> February 2021 with more ongoing lockdowns throughout the year.

This year was our year to transition into our new school, after 18 months in the school hall and planning for the year had been planned specifically with Covid in mind, if lockdowns were to continue. Our new school was opened on Friday 13<sup>th</sup> August 2021 by the Rt Honorable Jacinda Adern. The following week on Tuesday 17<sup>th</sup> August NZ went into another lockdown. We had not yet fully settled into our school at that time but were able to implement our Covid Response plan for teaching and learning seamlessly.

*Tuesday 17<sup>th</sup> August at 11:59pm, NZ went into Alert Level 4 – Lockdown.*

- 1 community case with the Delta Variant of Covid confirmed, Devonport.
- Staff returned to school on Tuesday 17/8 to get teaching resources and belongings in preparation for Home Learning mahi.
- Updates via the Director of Education Iona Holstead, Ministry of Education the Government Covid website.
- Staff did not have access to school in the first few days.
- An amendment was made for staff to access school for IT checks, Safety checks and to prepare Learning Packs and devices.

### [Covid Response Plan for Teaching and Learning – Onepoto School August 2021](#)

Lockdown announced
Don't Panic - Reset ourselves and our own families
Principal to reset school's next steps- communication to staff & initial plan ahead First message to school community via school FB page and text Create COVID Shared Drive & update H & S Plan

Initial contact of families - text/ school Facebook/calls
COMMS to staff and families (Weekly) Staff Planning/Online meetings with staff/MOE/Principals' groups
Contact families – All staff School-wide once a week - Mondays Teachers - planned for (and at times with students) Script of questions to ask Parents for support, planning and forward planning Check online capability
Onsite Access to pack Learning Packs based on Alert Level H & S guidelines from Director of Education
Learning Pack preparation
Deliver day - Fridays

**ACCESS TO ONLINE LEARNING WAS LIMITED**

Online Learning was not an option for all students. A survey was taken on Monday 30th August about internet access, type of internet access and personal devices at home that children could use.

Of the families contacted on Monday 30<sup>th</sup> August

48 families were contacted and of those, 28 families answered.

28 families have home internet, and 4 families did not have internet. Of these families, 15 students have internet but do not have a device.

15 students have a device, of these, 5 students are sharing a device.

7 students were unknown.

Follow ups with the families we were unable to contact, we continue via phone and text, and conversations can be had with families on delivery day, at a 2m distance.

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ACTIONS What did we do?	OUTCOMES What happened?	ANALYSIS Why did it happen?	EVALUATION Where to next?
<p><b><u>How did Covid impact Reading?</u></b>            We relied on the end of year data from 2020 and the beginning of the year assessments for 2021, for those students that did return. However, we had a staggered start, and not all student returned. This also meant that data was collated for some but not all students. Low attendance rates and irregular attendance impacted assessment throughout the year.</p>			
<p><b>LITERACY – Reading</b></p>			
<p>1. Implement our newly developed <b><u>Vision of Learning</u></b> for Reading for all staff. This is work was collated over 2 years and designed in 2020 our PLD work in Reading and Writing.</p> <p>2. the strengths of staff by repositioning them in classes that will make</p>	<p>This was implemented successfully across the school. Clear expectations for teachers and planning formats have been useful in staff planning and teaching this year. A review in Term 3 and term 4 found that slight tweaks made to assessment time and achievement levels against the NZC.</p> <p>Classes had a Learning assistant. Classes started in the hall as single classes and transitioned into the new school as single classes. The impact of Learning</p>	<p>While the impact of Covid-19 continued to have a <b>significant impact</b> on student learning and achievement at our school, we were able to approach the year more prepared for potential school closures.</p> <p>Practice to develop collaborative teaching and learning, continued in 2021. Ongoing discussions in staff meetings prepared us for transition into the new building and how we would work as single classes to start.</p>	<ul style="list-style-type: none"> <li>• Implementing best practice for explicit teaching and DATs in Reading and Writing, consistently.</li> <li>• Identify students for small group intervention as soon as possible and make it happen with or without funding support.</li> <li>• Make more referrals to RTLB for small group interventions or teacher support.</li> </ul>

<p>positive impact on student learning.</p> <p>3. Ensure that appropriate resourcing and maintenance of interventions and related programmes remains consistent and sustainable.</p> <p>4. School-wide data is shared with all staff to ensure we are explicitly monitoring student learning and achievement.</p> <p>5. Explicit planning and teaching for all students – shared and 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?</p>	<p>assistants in the class proved successful. The LAs were able to run phonics and literacy programs across the school. They were able to share ideas onsite activities and for learning packs They have been an invaluable resource to teachers and learners.</p> <p>Teachers were able to assess students when they returned to school, however this proved unreliable as students had inconsistent attendance.</p> <p>Through the lockdown periods we were able to utilize this time to look at explicit planning and teaching for a return to school that was more consistent. We held staff meetings with some staff doing learning projects for the school as part of our learning vision. We believe that we developed a stronger foundation for future thinking and planning into 2022.</p> <p>By identifying students for learning support programmes, we</p>	<p>Innovative teaching online and tailor making Learning Packs for specific learning needs saw a creative team come together.</p> <p>Teachers felt the need to assess some learning to find out if there were genuine shifts in learning and if so how big of a shift.</p> <p>Due to transition from the hall to the new building this year, we had to be highly organised and ready for any changes including covid lockdowns. We had to work smarter due to time constraints, a deadline for occupying the new school and covid lockdowns. We also had to prepare for our school opening in August, which was moved 4 times, due to covid.</p> <p>To ensure that our onsite teaching was specific to needs, and that we</p>	<ul style="list-style-type: none"> <li>• New Team Leaders implemented for the Junior and Senior school teams. Team Leaders to implement the plan for their MLE studio's.</li> <li>• Utilising teachers and Learning Assistants for small group learning and opportunities for students to practice Literacy skills.</li> <li>• Developing an Early Learners space in the juniors to capture our new entrant students and students in Years 1,2 and 3 who may require extra learning support at Pre-level 1 and Level 1.</li> <li>• Utilising a Learning Assistant in the Seniors for students who require extra learning support in Literacy. Phonics, reading, and comprehension are areas of need.</li> </ul>
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<p>6. Ensure priority learners are involved in intervention programs – Reading Recovery, STEPS to Literacy and reading mileage groups. ESOL groups</p> <p>7. <u>PLD for all teachers/Learning Assistants 2021</u>; Assessment for Learning.</p> <p>8. 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 &amp; Maths.</p>	<p>were able to have programs set up ready for when and if students returned to school. Learning packs were also created to meet student needs from this group.</p> <p>We started the year with a TOD with Assessment for Learning. This proved valuable as we started the year ahead with a genuine focus on student learning and more preparations for learning packs and online messages for those students who could access this.</p> <p>With URF funding we implemented an Attendance Mentor over 20 weeks. This proved successful at the beginning of the year, as the mentor was able to work in small groups with students who had attendance issues in 2020. The mentor also met with families to discuss a plan for their family and to engage in conversations around attendance. This proved helpful to us at a time of need.</p>	<p>had a strong awareness of student absences that impacted learning. Ensuring learning packs met student learning needs with follow up calls to families.</p> <p>This was to reconnect our strategic thinking with teacher delivery through Covid and being prepared for onsite and distance learning.</p> <p>This resource was important to reconnecting with families and working them to develop a plan to return to school, with support. This is also encouraged students to return.</p>	<ul style="list-style-type: none"> <li>• Employing a SENCO as a 0.4 role for 2022 will be highly beneficial for the school organisation and best use of staff and important for the way we work with students and whanau.</li> <li>• Investigating Literacy programmes to support teaching and learning for improved outcomes. E.g., Structured Literacy. Quick 60</li> <li>• Distance Learning through Online platform will be set up and ready for instances of possible school closures due to Covid.</li> </ul>
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<p>SENCO develops register of SWSN and implements new school referral process.</p>			
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<b>LITERACY – Writing</b>			
1. Implement our new Vision of Learning for Writing for all staff. This	We implement our new Writing vision as part of our expectations for teachers. This is work was	From PLD work in Literacy in 2020, writing was the second piece of work that we did as a	<ul style="list-style-type: none"> <li>Implementing best practice for explicit teaching and DATs in</li> </ul>

<p>is work was collated over 2 years and designed in 2020 our PLD work in Reading and Writing.</p> <p>2. Use models of writing discussed and implemented from PLD in 2020. Use LLP exemplars.</p> <p>3. Use the strengths of staff by repositioning them in classes that will make positive impact on student learning.</p> <p>4. Moderation Process – Term 2 before Mid-Year assessment and Term 4 for EOY assessment.</p> <p>5. <b><u>COLLABORATIVE TEACHING</u></b> Develop collaborative teaching with teachers and utilise</p>	<p>collated over 2 years and designed in 2020 our PLD work in Reading and Writing. This gave teachers a model for the writing process that could be used school wide.</p> <p>Looking at different models of writing as a staff has enabled us to moderate student writing and create our own exemplars for our school when teaching and assessing.</p> <p>By using our Learning Assistants more explicitly with teachers made a positive impact on student learning.</p> <p>Moderation Process – this did not happen due to lockdowns.</p> <p>It was important for us to make the best use of lockdown time for team development and teaching opportunities that were</p>	<p>staff to ensure that there were clear expectations for staff to deliver writing across the school.</p> <p>To improve the writing knowledge and skills for all students across the school. To link writing more purposefully and implement support programmes more explicitly for students who needed extra support.</p> <p>I have always been of the belief that Learning Assistants should be utilised more creatively for student learning. LAs bring amazing skills to support learners.</p> <p>Moderation Process – this did not happen due to lockdowns.</p> <p>The impact of Covid-19 had a <b>significant impact</b> on student learning and achievement. Writing was an area where</p>	<p>Writing and Reading, consistently.</p> <ul style="list-style-type: none"> <li>• Identify students for small group intervention as soon as possible and make it happen with or without funding support.</li> <li>• Make more referrals to RTLB for small group interventions or teacher support.</li> <li>• New Team Leaders implemented for the Junior and Senior school teams. Team Leaders to implement the plan for their MLE studio's.</li> <li>• Utilising teachers and Learning Assistants for small group learning and opportunities for students to practice Literacy skills.</li> <li>• Developing an Early Learners space in the juniors to capture our new entrant students and students in Years 1,2 and</li> </ul>
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<p>our learning assistants, effectively, in the open learning space. This will give students more access to learning support.</p> <p>6. Implement Tataiako and the Pacific Education Plan &amp; Tapasa explicitly to support Maori and Pasifika students.</p> <p>7. Ensure that appropriate resourcing and maintenance of interventions and related programmes remains consistent and sustainable.</p>	<p>manageable. We were able to practice some team teaching in Bubble School groups. This enabled teachers and learning assistants' opportunities to practice both onsite and when creating learning packs.</p> <p>We used time to read these documents and provide feedback on the purpose and how we could implement these documents in our professional thinking, planning, and teaching.</p> <p>Up to date resourcing for the maintenance of interventions and related programmes remained consistent and sustainable when school was open. Learning resources were provided to students who have ICS and other resourcing.</p>	<p>consistency in writing was impacted due to lockdowns.</p> <p>This was an outstanding area of development for our staff. Working on this together helped us to unpack teacher beliefs, assumptions and values.</p> <p>Ongoing resourcing during Covid enabled us to prepare and plan more explicitly learning packs and calls home to parents and caregivers.</p>	<p>3 who may require extra learning support at Pre-level 1 and Level 1.</p> <ul style="list-style-type: none"> <li>• Utilising a Learning Assistant in the Seniors for students who require extra learning support in Literacy. Phonics, reading, and comprehension are areas of need.</li> <li>• Employing a SENCO as a 0.4 role for 2022 will be highly beneficial for the school organisation and best use of staff and important for the way we work with students and whanau.</li> <li>• Investigating Literacy programmes to support teaching and learning for improved outcomes. E.g., Structured Literacy. Quick 60</li> <li>• Distance Learning through Online platform will be set up and ready for instances of possible</li> </ul>
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ACTIONS What did we do?	OUTCOMES What happened?	ANALYSIS Why did it happen?	EVALUATION Where to next?
<b>MATHS</b>			
<p>1. <b><u>MATHS LEARNING VISION</u></b> To re-visit and adapt our current maths learning vision through the PLD work with DMIC Maths.</p> <p>2. <b><u>LESSON DELIVERY</u></b> Unpacking what we do and developing our lesson of maths through DMIC.</p> <p>3. Staff PLG meetings are data driven with a focus on best practice in Maths.</p> <p>4. <b><u>INTERVENTIONS</u></b> Through small group work.</p> <p>5. Build resource banks including digital.</p>	<p>Initial conversations as a staff enabled us to unpack Maths, our beliefs, and assumptions. We looked at student data and the Covid situation in sharing what we believed would be important for student learning.</p> <p>Our PLD on DMIC maths also shed light on our ideas and looking at a learning vision that would be important in our delivery of maths. A staff member led this project and did extensive research into DMIC and other maths programmes and had online meetings with the DMIC facilitator and other school teachers. From this a draft Maths vision was developed.</p> <p>When students were onsite, using DMIC strategies, small groups with teachers, learning assistants and the attendance</p>	<p>In developing a school wide learning vision for the school, Maths was the next area to review, unpack and develop for our school curriculum.</p> <p>Developing robust learning programmes has been a goal for our school strategic plan. Maths was due for development as part of this plan.</p> <p>Providing DMIC maths was an incentive that was mentioned by another school. DMIC was developed for all students but with a focus on Maori and Pasifika learning. This programme suited our context at the time.</p> <p>As we were transitioning into our new school during the year, a disruption to a more formal PLD programme was eminent. We</p>	<p><b><u>FUTURE DEVELOPMENTS:</u></b></p> <ul style="list-style-type: none"> <li>● At the end of 2021 collate all information and develop our Learning Vision for Maths to start 2022.</li> <li>● Develop our collaborative teaching approach in maths. Discuss what this might look like with staff. New Team leaders for the Junior and Senior Team will be important in leading initiatives.</li> <li>● Continue to develop practice for explicit teaching in Maths.</li> <li>● Ongoing discussions in Staff and Team meetings as part of data analysis and programme delivery.</li> </ul>

	<p>mentor, student learning needs were met more explicitly.</p> <p>The DMIC program roll out for us proved unsuccessful not only due to Covid, but we also felt that the tutors could not answer specific teacher questions around Junior Maths.</p>	<p>were able to negotiate a workshop delivery approach, which worked well, both onsite and online.</p>	<ul style="list-style-type: none"> <li>● Train new staff and BTs on GLOSS and/or JAM assessments.</li> </ul>
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**PLANNING FOR NEXT YEAR**

Targets for 2022 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 and the ongoing impact of Covid 19. Attendance will be area of focus to ensure we support families to return their children to school. Some families continue to live in emergency housing or move from home to home due to Kainga Ora placements for families. This should be noted for future development as the school will grow considerably from 2021 onwards.

A change to the school leadership team may start in 2022 as a shared/distributed leadership model. The new Learning Vision for the School will continue to develop the curriculum areas in 2022, outlining clear teaching and learning expectations for all staff in Maths, PE & Health, and Inquiry. ICT development will also be part of future focused learning in 2022.