

Analysis of Variance Reporting for the Year ending 2022

SCHOOL	 <p>Onepoto School Respect Persevere Achieve</p>	SCHOOL NUMBER	1400
VISION	<i>“Empowering Learners Together”</i>		
VALUES			
	<p style="text-align: center;">MAHITAHĪ – Working Together School Structure & Organisation</p> <p>All learners will build educationally positive and effective relationships strengthening relational trust and knowing their learning purpose. We have high expectations for all learners, ensuring they have a positive schooling experience. Our environment values learners, their identity, nurtures their mana, language, culture, strengths, and talents, leading to highly engaged learners.</p>	<p style="text-align: center;">TIKANGA AKO – Learning to Learn Teaching, Learning & Achievement</p> <p>All learners will develop a positive learning attitude that engages them in learning. We will develop skills for personal wellbeing and lifelong learning. Learners will be empowered to use a range of strategies enabling them to make links to prior knowledge, develop skills to problem solve, persevere when faced with challenges, reflect on what they have learned, talk about their learning and where to next.</p>	

Annual Aim	LITERACY & NUMERACY: Build & accelerate student knowledge and skills in reading, writing and maths so they are better placed to successfully participate in learning and
Targets:	<p><u>Aspirational:</u> All students will achieve at or above their expected NZC expectations and the OS Curriculum expectations.</p> <p><u>Reality:</u> Students returning to school will make progress in Reading, Writing and Maths</p> <p><u>Aspirational:</u> All students achieving well below NZC expectation will make progress within or beyond their capabilities with intervention support. This may also include an Individual Learning Plan (IEP).</p> <p><u>Reality:</u> As above</p>

OUR SCHOOL & COVID-19- Omicron	
<p>Again, we were faced with another disrupted start to the year. Term 1 started under Covid-19 RED Level on 23rd January at 11:59pm. This was due to the high numbers of the Omicron variant in our community. Again, this meant that we had a staggered start of students to school. Our Covid planning continued once again to ensure students who did start on the 2nd of February were looked after at school safely with our health and safety protocols.</p> <p>We developed 4 stages of teaching and learning at school, to ensure that we had clear guidelines for our school families if the school was impacted by Covid cases with staff and students. I created video messages to our families over the 2 years of covid and again during this time. Our parents shared that they felt reassured and up to date with the messages shared. Parents also knew the plan ahead and could organize themselves if there were any changes to the school. Our families were amazing in their adaptability and students were well supported by our amazing team!</p>	

OS STAGES FOR TEACHING & LEARNING 2022			
STAGE 1 Onsite Learning	STAGE 2 Hybrid Learning	STAGE 3 Distance Learning Only	STAGE 4 School is closed
School is open for all students	A mixture of onsite learning and Distance Learning offered.	School is open for Distance Learning ONLY	No learning programmes available
<ul style="list-style-type: none"> School programmes not impacted by Covid Majority of staff & students on-site Some staff and student absences due to Covid catered for. Programmes are school-based learning Catch up sessions for absent students when they return 	<ul style="list-style-type: none"> School Programmes impacted Covid 2-3 teachers are absent from school Mixture of onsite and Distance Learning offered Staff responsibilities and teaching team & locations are flexible Relieving teachers & Principal maybe called in to support learning. Priority for onsite learning will be given to children of essential workers. 	<ul style="list-style-type: none"> School programmes highly impacted by Covid due to large numbers of student absence Majority of staff available The staff will implement Distance Learning or Learning Packs. Students will follow the distance learning Programme. Priority for onsite learning will be given to children of essential workers. 	<ul style="list-style-type: none"> School programs heavily impacted by covid Majority of staff & students absent Health & Safety risk high due to not having enough staff available onsite or for online learning. The MOE in consultation with the Board, will decide to shut the school because learning programs cannot be sustained Priority for school-based learning will be given children of essential workers only.

These stages may change depending on the Government Phase system.

Annual Curriculum Improvement Plan 2022

2022	Reading	Writing	Maths	Actions:	Who?
TARGETS	<i>Aspirational:</i> All students will achieve at or above their expected NZC expectations and the OS Curriculum expectations.			<ul style="list-style-type: none"> 'Know my Learner', is key to developing strong relationships with students to monitor and respond to student learning needs. 	Team Leaders/Teachers Learning Assistants (Principal)
	<i>Reality:</i> Students will make progress in Reading, Writing and Maths, knowing the impact of covid-19 is a contributor to the pace of progress being made.				Team Leaders/Teachers Principal

	<p><i>All students achieving well below NZC expectation will make progress within or beyond their capabilities with intervention support. This may also include an Individual Learning Plan (IEP).</i></p> <p><i><u>Reality:</u> As stated noting that the impact of covid-19 is a contributor to the pace of progress being made.</i></p>	<ul style="list-style-type: none"> • Strengthen our teaching practice together and through PLD, in MLE. • Data informed practice and staff professional discussions will support learners' achievement needs. • Develop a Hybrid Teaching & Learning Model as we learn to live with Covid. • Develop small learning groups, in-class, to cater to specific learning needs with learning assistants. • Active and regular communication through meetings and incidental professional conversations will help us to clarify our planning, teaching and assessment approach. <p>Gathering student voice will guide us in our pedagogical approach.</p>	<p>All staff</p> <p>Principal Team leaders/Teachers Learning Assistants</p> <p>Principal/SENCo Team leaders/ Teachers Learning Assistants</p> <p>Principal Teachers Learning Assistants</p> <p>Principal Teachers Learning Assistants</p>

ACTIONS What did we do?	OUTCOMES What happened?	ANALYSIS Why did it happen?	EVALUATION Where to next?
<p><u>How did Covid-19 impact Learning?</u> Due to the impact of Covid again, the school returned with low numbers and another staggered start, and not all students returned. In term 1 we averaged 51% of students return to school. In term 2 we averaged 67% of students return to school. In Term 3 we averaged 75% of students attend school regularly and in term 4 we averaged 76% of students attend school regularly. Mid-year data was not collected as we had only 67% of students attending. While we collected end-of-year data we also note that our average of 76% of student return would affect a comparative data set. Irregular attendance impacted assessment throughout the year.</p>			
OVERALL LEARNING			
<p><i>Excited by the prospect of a new year, my staff and I had high expectations that 2022 would start well. Our aspirational Targets we felt needed an aspirational target but also mindful of a realistic target, to monitor our reality.</i></p> <p>RETURN TO SCHOOL: The past 2 years of Covid impacted student learning considerably across NZ and in our school. Students who went into lockdown in 2020 would return to school 2-year levels above. This meant that we had preschoolers (aged 3 and 4) missing out on essential social skills development and preparation school visits for starting at Primary School. Juniors who were starting school would return in Year 3 and students in the senior school returning in Year 6 or Year 7. The impact of Covid on these 2 years has left us with students unprepared for school, and missing foundational knowledge and skills needed for learning. Our focus for 2022 was health and wellbeing and a healthy transition to school. As a whole staff we wanted our students and families to feel reassured about returning to school in a safe and healthy school environment with a focus on re-connecting and building relationships. From this we would build on building a positive learning attitude, so students could contribute their ideas to what this journey. We asked our students and parents what was important to them as learners and areas of learning that they felt needed a more focused approach.</p> <p><u>Junior students Year NE to Year 3</u> – Playing and making friends. <u>Seniors Students Years 4 – 6</u> – Playing or being with my friends, learning my timetables, writing and reading and ‘getting better in my learning’. (Year 4 and Year 5 students)</p>			

Parents were asked during Learning Conversations, from Covid were there any areas of learning that you felt your child needed support in? Most parents wanted more focus on Maths – Multiplication and basic facts, Writing – spelling and writing sentences (specifically sentence structure) and some said Reading with a flow (fluency). This trend was also discussed at our Kahui Ako where teachers had identified Maths and Writing were also areas of concern to develop, reporting that students returned with low levels of knowledge and strategies in Multiplication, basic facts and problems solving and in Writing structure.

	TERM 1	TERM 2	TERM 3	TERM 4
Learning Focus	Teaching and Learning under Covid-19 Omicrom Onsite Learning and Distance Learning via Learning Packs.	Transition back to school. Social skills through Key Competencies how to be at school, routines and working with others.	Developing a learning attitude. Developing and building our skills in Reading, Writing and Maths. Basic Facts, Multiplication and division, reading mileage and writing skills. Teachers start to implement deliberate acts of teaching.	Continue developing and building our skills in Reading, Writing and Maths. Basic Facts, Multiplication and division, reading mileage and writing skills. Teachers continue implementing and strengthening deliberate acts of teaching.
What Data is important to support learning?	Monitoring attendance. Social skills. Identify students transition to school, health and wellbeing, covid symptoms. Develop and implement programs to support social skills at school.	Monitoring attendance Social skills and ways of coping at school for the day. Art & PE rich programs to encourage oral language and social skills. Reading, writing and maths programs gradually introduce.	Monitoring attendance Social skills and ways of coping at school for the day. Parent and student feedback and teacher observations identifying areas of learning needs. Reading, writing and maths programs	Monitoring attendance Social skills and ways of coping at school for the day. Reading, writing and maths programs in place to continue building knowledge and skills. End of Year Assessment in Reading, Writing and

			designed based on assessments administered at the time.	Maths.
Teacher Responsiveness	Regular Staff Meetings Preparation Learning packs and onsite learning. Teacher -parent connections Student voice Teacher observations	Regular staff meetings sharing student learning needs across the school as a staff. Daily incidental meetings in teams. Team planning. Team meetings Teacher-parent connections maintained. Teacher observations Learning Conversations Student voice	Regular staff meetings sharing student learning needs across the school as a staff. Daily incidental meetings in teams. Team planning. Team meetings Teacher-parent connections maintained. Student voice Starting Assessments.	Regular staff meetings sharing student learning needs across the school as a staff. Daily incidental meetings in teams. Team planning. Team meetings Teacher-parent connections maintained. Student voice Assessments

LITERACY – Reading 2022

ACTIONS What did we do?	OUTCOMES What happened?	ANALYSIS Why did it happen?	EVALUATION Where to next?
<ul style="list-style-type: none"> • ‘Know my Learner’, is key to developing strong relationships with students to monitor and respond to student learning needs. • Strengthen our teaching practice together and through PLD, in MLE. • Data informed practice and staff professional discussions will support learners’ achievement needs. • Develop a Hybrid Teaching & Learning Model as we learn to live with Covid. • Develop small learning groups, in-class, to cater to specific learning needs with learning assistants. 	<p>Reading - All students: 57.3% of all students achieved at or above expectation for Reading. 42.38% achieved below expectations for Reading.</p> <p>Reading: Maori student Achievement 63% of Maori students achieved at and above expectation for Reading. 37% achieved below expectations for Reading.</p> <p>Reading: Pasifika student Achievement 48.4% of Pasifika students achieved at or above expectation for Reading. 41% achieved below expectations for Reading.</p> <p>Reading: Boys Achievement 51.5% of all boys achieved at or above expectation for reading. 48.5% of all boys achieved below expectation for reading.</p> <p>Reading: Girls Achievement</p>	<p>By taking a ‘<i>common sense</i>’ approach, we focused on Building relationships with students and whanau and also focused on two Key Competencies: Participating and Contributing and Managing Self. It was important for students and whanau to feel welcomed into a nurturing environment as they transitioned back to school. Teachers focused on teaching students how to be back at school, basic class routines, moving in the space and learning how to share and play with others. Regular communication with families via phone call or meetings with parents/caregivers at morning and after school drop off and pick up, proved integral to building relational trust.</p> <p>Later in Terms 3 and 4, attendance improved, and teaching teams re-</p>	<p><u>FUTURE DEVELOPMENTS:</u></p> <ul style="list-style-type: none"> • As a staff unpack the EOY Data for 2022. Identify students achieving Below with a particular focus on Pasifika students. • Literacy Hubs would support and accelerate learning progress. • Utilising teachers and Learning Assistants for small group learning and opportunities for students to practice Literacy skills. • Daily & explicit teaching and scaffolding is needed to improve decoding and comprehension skills and knowledge. • Utilising a Learning Assistants for students who require extra

<ul style="list-style-type: none"> Active and regular communication through meetings and incidental professional conversations will help us to clarify our planning, teaching and assessment approach. <p>Gathering student voices will guide us in our pedagogical approach.</p>	<p>65.4% of all girls achieved at or above expectation for reading. 34.8% of all girls achieved below expectation for reading.</p> <p>It is important to note that Term 1 was impacted again by Covid-19 restrictions and transition back to school was slow in Term 2. The return gradually improved for the remainder of the year. lockdowns.</p>	<p>organised to cater to student learning needs.</p> <p>Opportunities for students to practice reading in different ways, proved successful for our students i.e., Buddy Reading, 1:1 reading and small group.</p> <p>The MLE environment allowed teachers and learning assistants to establish small group workshops with a focus on phonics, reading, writing and maths, with many opportunities to practice.</p> <p>Students reading milestones were celebrated across the school. Students felt valued and that the teachers made their learning fun. This motivated students to read.</p> <p>Incidental team meetings ensured teachers were prepared for all learners and that specific learning needs of some students were met accordingly.</p>	<p>learning support in Literacy. Phonics, reading, and comprehension are areas of need.</p> <ul style="list-style-type: none"> Teachers gather student voice regularly to involve students in the learning process and to improve teaching approaches to reading. Refresh workshops for teachers for taking Running Record assessments and analyzing the data.
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LITERACY – Writing 2022

ACTIONS What did we do?	OUTCOMES What happened?	ANALYSIS Why did it happen?	EVALUATION Where to next?
<ul style="list-style-type: none"> • ‘Know my Learner’, is key to developing strong relationships with students to monitor and respond to student learning needs. • Strengthen our teaching practice together and through PLD, in MLE. • Data informed practice and staff professional discussions will support learners’ achievement needs. • Develop a Hybrid Teaching & Learning Model as we learn to live with Covid. • Develop small learning groups, in-class, to cater to specific learning needs with learning assistants. 	<p>Writing: All students 51.4% of all students achieved at/above expectation. 48% of all students achieved below expectation.</p> <p>Writing: All Boys 51.5% of all boys achieved at/above expectation. 48.5% of all boys achieved below expectation.</p> <p>Writing: All Girls 65.4% of all girls achieved at/above expectation. 34.8% of all girls achieved below expectation.</p> <p>Writing: Maori Achievement 52% of all Maori students achieved at/above expectation. 47.7% of all Maori students achieved below expectation.</p> <p>Writing: Pasifika Achievement 41% of all Pasifika students achieved at/above expectation.</p>	<p>We reviewed the previous 2021 year, as a staff. We discussed what was important for 2022. We gathered feedback from parents about learning areas that they felt were important for their children, after working with them in lockdown. The feedback was to improve in all areas, particularly in writing, spelling, basic facts and multiplication and division. Teachers focused on observing student writing and gathered a writing sample at the start of Term 2. As a staff we moderated all students’ samples. It confirmed that writing was an area of focus as at least 80% of all students were achieving at Level 1.</p> <p>In the Junior school, an Early Learners Hub for NE and L1 learners was established. This</p>	<p><u>FUTURE DEVELOPMENTS:</u></p> <ul style="list-style-type: none"> • As a staff unpack the EOY Data for 2022. Identify students achieving Below with a particular focus on Pasifika students. • Literacy Hubs may need to be established to capture this learning need. • Utilising teachers and Learning Assistants for small group learning and opportunities for students to practice Literacy skills. • 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.

<ul style="list-style-type: none"> Active and regular communication through meetings and incidental professional conversations will help us to clarify our planning, teaching and assessment approach. <p>Gathering student voice will guide us in our pedagogical approach</p>	<p>59.2% of Pasifika students achieved below expectation.</p> <p>It is important to note that Term 1 was impacted again by Covid-19 restrictions and transition back to school was slow in Term 2. The return gradually improved for the remainder of the year. lockdowns.</p>	<p>focused on practical activities and play. The Jolly Phonics program was implemented and practiced daily.</p> <p>A literacy Hub was implemented in the Senior School for a large group of level 1 learners. The Writing group focused on simple sentences, talking about their writing, reading their writing, spelling and phonics. Structures for learning and scaffolding were important in building foundational learning skills across reading, writing and maths. From student voice, students wanted small groups, clear examples and instructions. Learning progress was seen amongst students, whose motivation to learn, thrived under responsive, caring and nurturing conditions. Basic facts, multiplication and division was the main focus in math's and requested for home learning by parents and students. This small change made a big</p>	<ul style="list-style-type: none"> Utilising a Learning Assistant in the Seniors for students who require extra learning support in Literacy. Phonics, reading, and comprehension are areas of need. A Design for Learning should be adaptable to meet student learning needs. Daily & explicit teaching and scaffolding is needed to develop student writing skills and knowledge. Programs must be consistent. Teacher modelling explicit writing skills is required to improve student writing progress. Continue to moderate writing with teachers. Teachers to gather student voice regularly to
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		<p>difference for problem solving and other areas of maths’.</p> <p>Having clear lines of communication, and adaptable teaching teams proved integral to our ways of working and was an example to students we worked with.</p> <p>Students started to seek help from all teachers and not just one teacher. We discussed that some students may need a ‘go to teacher’ if they felt needed further support.</p> <p>Ongoing attendance issues hindered some of our Pasifika students learning in writing, and this has been a work in progress, since Covid.</p>	<p>involve students in the learning process.</p>
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MATHS 2022

ACTIONS What did we do?	OUTCOMES What happened?	ANALYSIS Why did it happen?	EVALUATION Where to next?
<ul style="list-style-type: none"> • 'Know my Learner', is key to developing strong relationships with students to monitor and respond to student learning needs. • Strengthen our teaching practice together and through PLD, in MLE. • Data informed practice and staff professional discussions will support learners' achievement needs. • Develop a Hybrid Teaching & Learning Model as we learn to live with Covid. • Develop small learning groups, in-class, to cater to specific learning needs with learning assistants. 	<p>Maths: All students 51.4% of all students achieved at/above expectation. 48% of all students achieved below expectation.</p> <p>Maths: All Boys 68% of all boys achieved at/above expectation. 32% of all boys achieved below expectation.</p> <p>Maths: All Girls 77% of all girls achieved at/above expectation. 22.2% of all girls achieved below expectation.</p> <p>Maths: Maori Achievement 67% of all Māori students achieved at/above expectation. 33% of all Māori students achieved below expectation.</p> <p>Maths: Pasifika Achievement 68.2% of all Pasifika students achieved at/above expectation.</p>	<p>Initial conversations as a staff enabled us to unpack Maths, our beliefs, and assumptions. We assessed students who attended school at the start of term 2, gathered student and parent/caregiver voice and observed student learning. This information gave teachers a starting point for the next steps of focus.</p> <p>Ability grouping was a valid means of measurement and meeting student learning needs, specifically. There was a large group of senior students (Years 4-6) who were at Stage 4, and teachers planned for cross groups. This approach proved successful, and students grasped ideas quickly. Incidental conversations between staff during teaching time and at the end of teaching sessions proved valuable for immediate feedback,</p>	<p><u>FUTURE DEVELOPMENTS:</u></p> <ul style="list-style-type: none"> • At the end of 2022 collate all the information and develop our school Maths curriculum. • Develop our collaborative teaching approach in maths. Discuss possible approaches and strategies that work best in our MLE setting, with staff. School leaders will be supported to develop clear and effective maths approaches for teachers and learners. • Seek PLD support for the Curriculum Refresh in Maths and strategies for teachers. • Ongoing data analysis discussions through SLT, Staff and Team meetings to develop appropriate

<ul style="list-style-type: none"> Active and regular communication through meetings and incidental professional conversations will help us to clarify our planning, teaching and assessment approach. <p>Gathering student voice will guide us in our pedagogical approach</p>	<p>33% of Pasifika students achieved below expectation.</p> <p>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.</p>	<p>problems and solutions-based conversations around student learning.</p> <p>Staff meetings were a time used for feedback around student learning and data and issues around irregular attendance during Terms 2, 3 and 4.</p> <p>In developing our school curriculum, Maths was the next area to review in 2023. We would seek PLD to support our mahi.</p>	<p>programs and delivery for all students. Utilising staff effectively.</p> <ul style="list-style-type: none"> Train new staff and BTs on GLOSS and/or JAM assessments.
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PLANNING FOR NEXT YEAR

Targets for 2023 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.

Developing our School Curriculum will continue alongside the Curriculum Refresh. We believe a commonsense approach is required to understand and implement the refreshed curriculum into our context. Collaborative teaching approaches in an MLE and strengthening teacher pedagogies will be integral to how the curriculum will be delivered and assessed, to improve and strengthen student achievement outcomes. Seeking relevant PLD will support this mahi.

Developing learner profiles/learner dispositions across the school starting with current school examples in our Kahui Ako, locally, nationally, and globally will help us to develop profiles/dispositions. Gathering learning voices from students, staff,

parents, and caregivers to support this development.