

# Analysis of Variance

2020



## Commentary

Despite 2020 being a highly disrupted year because of Covid-19 the Onslow College Board of Trustees embarked on a strategic plan review. The Board consulted on this throughout 2020, an exercise which included staff, whānau and students, along with information gathered from a values survey. A steering group was formed, which included members of the Board of Trustees, Staff and Student representatives to review the data gathered and refine a Vision, Values and strategic goals for the school. The steering group sought to make explicit a vision which valued every person at Onslow College; and which was underpinned by values which would foster a sense of community and belonging for everyone. Completing this process and developing a new charter and strategic vision is something the whole school community can feel very proud of.

## VISION

Kei konei ahau            You bring yourself

Kia puāwai                Grow

Haere whakamua        Thrive in the paths you choose

Our vision is for every ākonga to be able to come as they are to Onslow College, for them to grow as a whole person (academically, socially, artistically, culturally, sportwise) and for them to be able to thrive in their future. We will use our values to guide our behaviours and to help us support everyone to be able to grow and succeed.

## VALUES – THE ONSLOW WAY



Our values highlight how important it is for ākonga to be able to bring who they are to the college and for them to be respected for who they are. They also show that for this to happen we need to have a community which allows diversity to be celebrated and for everyone to be able to stand on this whenua with a sense of belonging.

We have selected this emblem because;

- The Rata tree is a rich visual representation of connection to our whenua; with our many whānau and community connected relationships represented via the rata roots
- The branches of the Rata are strong yet flexible to enable growth towards "light" that is, a kura that flexes for the needs of the community, nga whānau in pursuit of continued learning and what's right at the time it's needed
- The rata is providing a stable centre for our tamariki
- The rata will feed our vision and the Kaka.

**Whānau** – this value is about Onslow College being an extended family, a collective who care. We take the time to know each other, and we work hard to make sure that everyone feels safe. Whānau show care for each other.

**Whenua** – this value is about Onslow College being a place for ākonga to find sustenance so that they can grow and strive. This means we focus on wellbeing and identity in all that we do and say to sustain growth and the ability to thrive.

**Whakapapa** – this value is about the layers which make up who we are. The way these layers combine make us unique. It also identifies all that ākonga bring with them each day. The way our families and influences make us who we are and how they connect us.

**Diversity** – this value is about including and accepting people of different social, socio-economic, learning styles, ethnic, genders, faith, sexual orientation. Valuing diversity is inclusion.

**Community** – this value highlights that Onslow College is a group of people that care about each other and feel they belong together. A group of people who balance the rights of the individual against what is best for the group.

## Attendance Analysis

### 2020 Attendance

	Pakeha	Asian	Euro	Māori	Pasif	SE Asia	Melaa
<b>Year 9 Male</b>	91.91	93.4	95.24	87.48	91.8	94.06	99.4
<b>Year 9 Female</b>	92.85	93.38	96.32	84.65	85.95	98.33	91.95
<b>Year 10 Male</b>	91.86	93.33	93.72	87.67	88.68	97.8	N/A
<b>Year 10 Female</b>	90.99	94.35	92.86	77.01	92.8	96.4	91.2
<b>Year 11 Male</b>	93.06	93.49	93.88	87.56	86.05	93.22	96.15
<b>Year 11 Female</b>	90.45	94.56	90.83	92.97	89.4	94.83	83.3
<b>Year 12 Male</b>	92.81	93.54	92.05	86.65	80.83	95.96	94.66
<b>Year 12 Female</b>	90.19	94.8	88.98	89.45	90.3	90.14	78.5
<b>Year 13 Male</b>	82.78	81.98	83.42	80.48	80.72	89	78.16
<b>Year 13 Female</b>	82.77	82.6	83.61	68.83	N/A	77.9	76.65

We meet our overall goal for 90% attendance at all year levels except for Year 13. However when this is broken down for Māori and Pasifika there are areas of concern. Year 10 female Māori is of particular concern and will have implications for Year 11 in 2021.

### 2020 NCEA ACADEMIC ANALYSIS

Find the overall results [here](#)

Analysis of these results show Onslow College attained above or just below the overall Decile 8-10 results. The most pleasing increase was in the Y13 UE results.

The areas which need much closer examination are the results for Māori. While there was an increase in achievement at Level 1 there is still a disparity between Māori and Pākeha students. The Pasifika results show a fall. There is also a disparity at level 1 in the female students' results. Added to this the STEM (science, technology, engineering and mathematics) results which can be seen [here](#) show a need to understand why there are such low numbers of students achieving in STEM at Onslow College and to focus on lifting achievement at Level 1.

As many of the results show that gaps are closed at Year 12 and 13 it is important that the school develops a robust tracking tool for the junior school. Tackling the issues at Year 11 needs to begin at Year 9 and 10. A tracking tool will support the school to intervene earlier and more effectively to address disparities.

**ANNUAL GOALS 2020**

**Goal 1: To develop the use of technology to support and enhance teaching, learning and whānaungatanga within the school.**

Actions	Targets	Progress	Variance
<ul style="list-style-type: none"> <li>• Teachers are supported to develop their use of sound pedagogical digital technologies, to use in their teaching and learning programmes to enhance student learning. This will reflect on their practice.</li> <li>• Student Management System use is refined, specifically the Learning Programme and student tracking.</li> <li>• To use technology to develop whānaungatanga in the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Reporting programme is reviewed and developed.</li> <li>• Student tracking programme is put into place and trialled.</li> <li>• Use of Teams is introduced over the year.</li> <li>• One Note being used by 80% of staff</li> <li>• PLD feedback shows increased confidence of staff regarding use of IT</li> <li>• PLD links technology use to whānaungatanga</li> <li>• Move to touch screen computer and develop their integration with the use of TVs in class rooms.</li> <li>• Understand students perspectives of technology use in the school through the Student Council.</li> </ul>	<p>Survey completed in November in regards to the reporting programme. This has highlighted the need to support teacher and parent understanding of curriculum levels.</p> <p>Teams was introduced very quickly in March. All staff (teaching and support) are using it to varying degrees. 75% indicated a significant improvement in their understanding.</p> <p>Staff engaged in PLD before, during and after Covid in regards to IT. This was done to provide whanaungatanga for students during Covid.</p> <p>Staff feedback has meant that two types of laptops are now offered and we are providing TVs rather than overhead projectors.</p> <p>Student feedback during Covid highlighted the need to modify the approach because of online learning. This meant less class like</p>	<p>Review has been completed but the development was greatly hindered by Covid and the changes that needed to be made to assessment programmes.</p> <p>We have come further with our use of Teams and the Microsoft 365 suite than envisioned because of Covid. The challenge is how we develop this in a coherent way. Staff were incredibly open to the PLD and responsive to the support being offered.</p> <p>There is a continuum of use with some using the TVs to integrate with their laptops while others use them like overhead projectors.</p> <p>Students' use of school emails is now greatly increased and the use of Teams is widespread. There is more acceptance by students and whānau of the need to develop and enhance the use of technology.</p>

		<p>contact times and more tutorials being offered. There was also a clear difference in the way the online learning could be offered which was dependent on the subjects being studied.</p> <p>Students and staff highlighted the need for students to have access to devices at home and at school. We have changed our approach to providing computers because of this.</p>	<p>We provided 37 computers and 15 internet connections as a result of Covid. We will not be replacing onsite computers to the same level and will need to improve how we identify students who need support to access computers and the internet.</p>
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**Goal 2: Develop the Ako programme to increase student and teacher understanding of pathways, so that they can work together to ensure that students have access to pathways that maximise their learning opportunities.**

<b>Actions</b>	<b>Targets</b>	<b>Progress</b>	<b>Variance</b>
<ul style="list-style-type: none"> <li>• Develop the Ako programme which fosters the development of coaching and mentoring relationships for each learner and a teacher.</li> <li>• Develop reciprocal relationships between school, students, whanau and the wider community.</li> <li>• To develop Deans ability to support Ako teachers to become learning leaders.</li> <li>• To work towards the Ako teacher being the significant adult at school for students.</li> </ul>	<ul style="list-style-type: none"> <li>• Deans are developed as learning leaders and Ako level groups are functioning as professional learning groups by the end of 2020</li> <li>• Ako teachers have at least two pathways conversations with each student throughout the year.</li> <li>• Ako teachers are supported by the careers advisor and the Ako lead</li> </ul>	<p>Deans have worked with Ako teachers and sharing the way that they are working within their classes.</p> <p>Senior Ako teachers documented discussions after the exams and when students were selecting subjects. Junior Ako teachers had discussions during subject selections.</p> <p>Careers completed support at all Ako levels.</p>	<p>The groups are still needing a lot of guidance and resources to support their development. However, there is more sharing of resources.</p> <p>The lack of Ako conferences – because of Covid – impacted on the pathway conversations.</p>

<ul style="list-style-type: none"> <li>• To develop the Ako teachers ability to support students maximise their learning opportunitites.</li> <li>• To ensure student well-being is a focus.</li> </ul>	<p>teacher to understand the pathways and opportunities available.</p> <ul style="list-style-type: none"> <li>• Students will have meaningful discussions with their Ako teachers about their wellbeing and whanaungatanga.</li> <li>• Whānau-Ako conferences will be held.</li> <li>• Consultation will occur in regards to Ako with whānau and students when the conferences are held.</li> </ul>	<p>Ako teachers developed this during lock down when they reached out to their Ako students to ask about well being once a week. This led to documented communication with the Deans through behaviour notes on PC School.</p>	<p>The need to co-ordinate the conversations and how they are recorded links to the development of the wellness goal for 2021.</p>
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**Goal 3: Cultural Sustainability: To respect the unique status of Māori as Tangata Whenua under the Treaty of Waitangi and build on PLD learning done in 2018, building middle management capability to work with their teams to address equity for Maori, through design and delivery of teaching and learning programmes that value Māori learners’ cultural identity and competencies. To further develop staff and tāuiwi understanding of their role in a bicultural nation.**

Actions	Targets	Progress	Variance
<ul style="list-style-type: none"> <li>• Further develop LLT (Learning Leadship Team) ability to Lead PLD.</li> <li>• Develop a process to measure and track the learning journey of Y9 and 10 Māori learners.</li> <li>• To develop the use of a Māori cultural lens.</li> </ul>	<ul style="list-style-type: none"> <li>• To further develop LLTs’ leadership capabilities to lead their staff in PLD so that equity issues are identified and discussed in each team across the year and interventions are inquired into to start to</li> </ul>	<p>Introduction of the observation tool from Poutama Pounamu has started the focus on equity issues. There has been uptake in all departments but not all staff used the tool in 2020.</p>	<p>This goal was too big. While we have made progress on using a researched tool in the school it is not yet embedded across the school.</p>

<ul style="list-style-type: none"> <li>• To develop the use of a Māori cultural lens delete this one.</li> <li>• · To gather whānau voice.</li> <li>• · To develop the use of a Māori cultural lens.</li> </ul>	<p>address inequity. Outcomes will be reflected in changes to the content, design and delivery of teaching and learning programmes.</p> <ul style="list-style-type: none"> <li>• Review of tracking the progress of Maori students throughout the year in the LA.</li> <li>• To support the Ako Leadership Team to lead their teams using a Māori cultural lens</li> <li>• To accelerate the achievement of Māori learners in Year 9 and 10 as identified by Tataiako Ako, by developing best practice process in measuring progress and tracking that learning journey throughout the year both through quantitative and qualitative data.</li> <li>• To support LLs to interrogate Maori achievement and retention data to address equity issues</li> <li>• To include whanau and student voice to inform this work.(data)</li> </ul>	<p>Tracking of students at the junior school has proved difficult because of the lack of consistency in the way the learning areas have used the curriculum levels.</p> <p>Year 9 have been well led in this area and were able to be part of the Pōwhiri for new staff in November.</p> <p>While there is evidence of support of students in Y9 and 10 through Te Ara the lack of a tracking tool has highlighted the issues we have understanding what is impacting on the success of Māori.</p> <p>Lack of cohesive data has meant that while this is done for the senior school it is not being done for the junior school and hence the understanding of retention in each area is limited. Whānau voice was limited by the Ako conferences being cancelled.</p>	<p>The observation tool needs to be used with access to really good tracking data. This is not available in an easy to use format where all learning areas are using the same methods to record where students sit next to the curriculum levels.</p> <p>Year 9 and 12 were supported in learning in regards of Pōwhiri. This will continue next year. There is a course ready for all Year 9 students – Te Ao Māori. It is a 10 hour introduction course and we will plan the next steps for Year 10 this year.</p> <p>To interrogate data we must have good easy access to data. Our inability to track has highlighted the need for a different approach to recording data and the need for a new tool for tracking.</p> <p>Whānau voice was heard through whānau meetings and there was a large</p>
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	<ul style="list-style-type: none"> <li>To run a Blended Learning Course which engages an across the school roopu of 24/25 staff in a critical cycle of self reflection and learning which results in identification of how practice needs to change · Staff learning how to use the Learning Conversation tool make the connection to Mauri Ora</li> </ul>	<p>Student voice was collected but showed limited improvement.</p> <p>28 Ākonga across LAs engaged in the Blended Learning, led by our 3 Kaiwhakaako in three groups, and identified changes needed in our systems, curriculum approaches, and in their own classroom practice</p>	<p>turn out to the meeting run by Josh Hema to discuss different pathways. This now needs to be built on. We now need to extend this learning opportunity to another group of 20 to 25 staff across this 2021 We also need engage the LALs in a Blended Learning programme 2021.</p>
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**Goal 4: To continue to investigate how to develop a timetable and curriculum structure which promotes equity and supports students accessing pathways that maximise learning opportunities..**

<b>Actions</b>	<b>Target</b>	<b>Progress</b>	<b>Variance</b>
<ul style="list-style-type: none"> <li>Investigate how to integrate the curriculum in the junior school.</li> <li>Begin trial of multi-level Te Reo teaching.</li> <li>Begin development to Te Ara A Maui to support learning pathways for students.</li> <li>Assess the impact of streaming in Year 10 Math and the use of pre-requisites.</li> </ul>	<ul style="list-style-type: none"> <li>Set up the option of an integrated Year 9 class in 2021</li> <li>Assess the best way to support students from bilingual schools through tracking their progress and interviewing them each term.</li> <li>Assess the best way to support students to find pathways. Focusing on those with less traditional pathways.</li> </ul>	<p>A group of staff worked together and did set up a class for 2021. This was offered to students but was only selected by 6 and did not run.</p> <p>The three students and their parents who selected the programme offered met with SLT 3 times during 2020. While they had all enjoyed the experience for Te Reo they felt that there was still a sense of having to give something up to be able to participate in the programme.</p> <p>Te Ara a Māui and careers have supported students but one year is not enough data to see if there has been meaningful impact.</p>	<p>The group working on the integrated course will continue to meet to develop a programme and will work on promoting it in the Intermediate next year before course completion.</p> <p>We will continue the programme for students in Year 9 and 10 who wish to take senior Te Reo. Their progress and feelings about the programme will need to continue to be monitored. We are still struggling with how to integrate this into the school more naturally.</p> <p>Need to develop a tracking tool which allows us to understand how the support from Te Ara and Careers has</p>

		<p>Student who are part of gateway have had their programmes at school revised so that they do not have unsupervised study. This was causing a disconnect from school.</p>	<p>impacted on subject selection, retention and achievement. Good progress with this course change and it is now an embedded part of the school.</p>
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