

Analysis of Variance Reporting – 2018 Onslow College

School Name:	Onslow College	School Number:	269
Strategic Aim:	Student Achievement Inquiry Student Engagement		
Annual Aim: 1	Digital educational technologies will be used which allows and encourages students and teachers to inquire more deeply, research more broadly, connect more intensely, share more widely and create more powerfully. Develop the use of technology to support teaching and learning within the school.		
Target:	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.		
Baseline Data:	Limited use of Microsoft Cloud Suite Collaboration on line not occurring BYOD implemented at 9 -11		

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>
<p>Tuesday morning TPL sessions developed for staff to experience different aspects of the Microsoft Cloud Suite. Two staff members leading elearning sessions for staff.</p> <p>Investigated involvement in The Loop to promote collaboration with other schools.</p> <p>Ordered computers which had touch screens for 15 staff to investigate interactive learning and to lead other staff in this development.</p> <p>Investigated move to office 365 mail system.</p> <p>BYOD in place for Y9-11</p>	<p>All staff are now able to access information on the cloud through shared documents.</p> <p>Use of the Microsoft Cloud Suite in the class-room is sitting at around 50%.</p> <p>Limited use of collaboration tools in class-rooms.</p> <p>Loop investigation has meant Onslow has joined the Loop in a limited capacity this year to develop collaborative opportunities.</p> <p>15 staff who have the touch screen lap tops have committed to leading learning about how to use these effectively in the class room.</p> <p>Office 365 Mail system will be used from the beginning of Term 2.</p> <p>Decrease in school owned computers.</p>	<p>There is a reliance on a server system which promotes individual approaches to work rather than the collaborative model of the cloud. The 50% of staff who have used the cloud to collaborate find it difficult to engage those who have not.</p> <p>Students in the class-room are getting limited experience of cloud class rooms and collaboration because of the low uptake.</p> <p>Loop investigation is positive and is promoting innovative ways for staff to engage with technology. The focus is on pedagogy rather than tools.</p> <p>Touch screen lap tops are a very new addition but they allow a new set of teaching staff to be seen as experts in technology at Onslow and for them to lead learning in different ways.</p>	<p>Need to move to a cloud based system based on Sharepoint and OneNote. Need to promote the use of collaboration as a digital tool to enhance teaching and learning. Increase the staff use to 100 % able to use the cloud for collaboration.</p> <p>Connect individual feedback to good use of digital technology in the class-room. Link the use of technology to the way we become more culturally sustainable and look at how digital technology can enhance the Ako programme and pathways for students.</p> <p>Develop the involvement of staff in The Loop for Professional Development of staff and for connections to be made between schools.</p> <p>Provide learning and sharing opportunities for staff to assess whether the touch screen laptops and suitable in all learning areas.</p> <p>Move to Office 365 email system in Term 2 2019.</p> <p>BYOD Y9-12</p>

Planning for next year:

Board of Trustees has invested in a limited membership of The Loop.

Commitment has been made to moving to Office 365

Professional learning time is committed to developing staff understanding of the collaborative tools available.

Board of Trustees has committed funds to the lease of touch screen laptops so the staff who have them can investigate and share their learning about using them

ICT leaders are linked to the Ako and Cultural Sustainability teams to make sure technology is being used to enhance staff and student development in this area.

Strategic Aim:	Student Achievement Pathways Connected Included
Annual Aim: 2	To develop a timetable and curriculum structure which gives students, staff and whanau the time to gain an understanding of student learning, goals and vocational pathways. Develop a whole school approach to support students to access pathways that maximise their learning opportunities.
Target:	<p>Develop understanding in the College and wider community of vocational pathways and how they are relevant to student learning.</p> <p>Develop a timetable structure which supports extended learning opportunities and Ako</p> <p>Develop the Ako programme which fosters the development of coaching and mentoring relationships for each learner and a teacher. Develop reciprocal relationships between school, students, whanau and the wider community.</p> <p>Develop courses within a coherent framework to provide meaningful opportunities and clear pathways for students.</p>
Baseline Data:	2017 Traditional Form Classes – teachers do not stay with form class for five years. 2017 all learning times the same in length

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>
<p>Vocational Pathway information developed in careers and referred to in Curriculum Handbook and available on PC school.</p> <p>Ako introduced to all levels of the school. Programme developed to for each year level to support the introduction of Ako.</p> <p>Longer teacher blocks are in place</p>	<p>Information presented in Ako classes</p> <p>Some good development of relationships in Ako. Programme which is developed to build relationships and lead to coaching and mentoring relationships has mixed response from staff and student feed back. Work load of Deans increases and whānau are not consistently using the Ako teacher as the first point of contact. There are, however, some excellent examples of Ako and relationship building at each level of the school.</p>	<p>Whānau not involved in the information</p> <p>Focus became on the programme and filling the programme rather than building relationships and learning how to have mentoring conversations. The message to whānau that the Ako teacher was their first point of contact was not made consistently or clearly enough through out the year. Clear steps for when the Dean would be involved for Absence and Behaviour issues were not adhered to and widely publicised. Behaviour notes were not well used in the school.</p>	<p>One on one interviews need to happen with each priority learner when they leave Onslow to make sure they know of options available and to understand how much knowledge they have gained from the careers department and their Ako class.</p> <p>Whānaungatanga and understanding of what it means to be developed across the whole school. Clear information given to whānau about their first point of contact being the Ako teacher. Clear flow diagrams being developed about the role of the Ako teacher, the Dean, the subject teacher, the Leader of Learning and the DP. Development of the use of behaviour notes in PC schools. Continue to develop understanding of teaching in longer time blocks.</p>
<p>Planning for next year:</p>			
<p>Careers department to develop one on one interviews with each priority learner who leaves Onslow College to assess how well information is being shared and to ascertain the reason for leaving and how Onslow can improve.</p> <p>Shared understanding of whānaungatanga to be developed</p> <p>Ako teacher to be promoted as the first point of contact for whānau in school</p> <p>Flow charts which outline Ako teacher roles to be developed</p> <p>The use of behaviour notes in PC school to introduced</p>			

Strategic Aim:	Included Student Achievement Inquiry Student Engagement
Annual Aim: 3	<p>Providing Māori learners with the tautoko they require to realise their unique potential and succeed in their lives as Māori. This commitment to Māori benefits and enhances the educational experience of all students who attend the Onslow College.</p> <p>To design and deliver teaching and learning programmes that value Māori and Pasifika students' cultural identity and competencies and support their achievement.</p>
Target:	<p>Teachers engage in PLD designed to raise awareness and knowledge of their own cultural values, beliefs and assumptions.</p> <p>Teachers engage in PLD designed to raise awareness and knowledge of Māori and Pasifika values, beliefs and assumptions.</p> <p>To raise the bicultural capabilities and capacity of SLT through professional development so that they can empower all learners in a way that is culturally sustainable.</p> <p>Establish a lead group of staff, students, Board of Trustees and whanau who will set the direction (kaupapa) for the school to progress the development of culturally responsive teaching and learning programmes.</p>
Baseline Data:	<p>Māori achievement not at the same level as European. Typically 10% lower in all levels of NCEA. Also typically lower than Māori at Decile 8-10 schools, although this has been decreasing.</p> <p>Māori students represented in academic pathways is lower than European counterparts.</p> <p>Junior data on Māori achievement is in the developmental stage but more Māori students are represented in our acceleration programme.</p>

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>
<p>Teachers engage in PLD designed to raise awareness and knowledge of their own cultural values, beliefs and assumptions.</p> <p>Teachers engage in PLD designed to raise awareness and knowledge of Māori and Pasifika values, beliefs and assumptions.</p> <p>To raise the bicultural capabilities and capacity of SLT through professional development so that they can empower all learners in a way that is culturally sustainable.</p> <p>Establish a lead group of staff, students, Board of Trustees and whanau who will set the direction (kaupapa) for the school to progress the development of culturally responsive teaching and learning programmes.</p>	<p>Implementation Roopu established and based on Anne Milne Conference Term 1 Action Plan begun. Requested PLD support and change in goal from cultural awareness to cultural sustainability</p> <p>Tetapuae and Implementation Team approach was through building LAL capability to lead their own LAs toward cultural sustainability</p> <p>A TPL Group supported individual teachers with their Inquiries</p> <p>23/7 Dehumanising Education PD LALs attended Anne Milne presentation</p> <p>14/8 Hui SLT Building the Team – Training LALs for T/O Day lead by PLD providers “exploring identity, culture, values and bias</p> <p>Tataioko exploration as basis of pedagogy and understanding cultural concepts explored further in following SLT Hui</p> <p>31/8 T/O day SLT support PLD delivery as above, follow up week 8 debrief SLT Hui next steps planned</p>	<p>While Professional Learning has allowed for movement in Teacher willingness to participate in pōwhiri and discussions about Māori student achievement. However, there is not a clear baseline of data to work from apart from achievement data. The need for a cultural stocktake has been identified.</p> <p>Learning Area Leaders were not focusing on achievement data and thinking about a cultural curriculum and implementation.</p> <p>Discussion with whānau outlined a desire for it to be ‘cool to be Māori’ and this has developed into an understanding of needing to help tauwiwi understand their place in a bicultural NZ</p> <p>Focus on individual Māori students achievement needs to be extended.</p>	<p>Engagement of Potama Pounamu to complete Rongohia te hau. School Leadership Team will commit to being part of the observation team. This will involve full staff training in how to know where we are at with cultural competency, a cultural curriculum and allowing Māori to achieve as Māori. It will also involve surveys of whānau, staff and students.</p> <p>Spiral of inquiries for staff must be aligned to one of the strategic goals and must be measured next to Māori student achievement or how tauwiwi understanding of their role in a bicultural NZ has been improved.</p> <p>Focus needs to be on the junior programme with conversations occurring about banding and pre-requisites.</p> <p>Individual Māori students need to be tracked.</p> <p>Continue building staff confidence and competence in Māori tikanga.</p>

Last 3 weeks Term 3 Powhiri Training

Improving Powhiri became a whole school focus and Kaiako led whole staff training, successful powhiri for new principal last week term

6/11 SLT Day Out Impact of teacher values on the classroom and learning prepare for upcoming LA Review around Priority Learners

T/O day PLD led and LAL lead review

10/12 Implementation Team with PLD and Whanau voice plan 2019 focus

Baseline data to inform progress toward cultural sustainability

Maori Achievement data and support for LALs to access retention data to inform their interrogation of SMS data

Prepare whole staff to tautoko new staff, students and whanau to the school

2019 Feb 1 T/O Day Maori achievement data and disparity, how to track and measure progress of Maori students in LAs

2019 Feb 5 Powhiri Rehearsals, PLD and SG3 team set goals for year and negotiate plan for baseline data from Poutama Pounamu

Planning for next year:

Continue working with PLD providers Piripi and Janice

BOT funding to engage with Poutama Pounamu

Spiral of Inquiry measurement focus of Māori students or how tauwiwi understanding of their role in a bicultural NZ supported

Allocation of time to develop staff understanding of Māori tikanga ie Mihi whākatau, Pōwhiri, Waiata

Learning Areas supported to understand how to use data to track Māori achievement

Learning Areas to develop an understanding of a cultural curriculum.

Tracking of individual students

Begin working on philosophy regarding banding and pre-requisites

Strategic Aim:	Student Achievement Inquiry Student Engagement Included
Annual Aim: 4	Providing Māori learners with the tautoko they require to realise their unique potential and succeed in their lives as Māori. This commitment to Māori benefits and enhances the educational experience of all students who attend the Onslow College. To accelerate the achievement of Māori and Pasifika Learners (Priority Learners) in Year 9 & 10 and for those students in NCEA to achieve at the same level as national & decile cohort comparisons.
Target:	Teachers are familiar with Priority Learners within their classroom and the College community. Learning profiles developed for each Priority Learner which will enable learners, teachers and the College to track individual progress. Each Priority Learner will have their progress monitored through the Ako programme.
Baseline Data:	Information from contributing schools EAsTTLe PAT

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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Teachers identified their Maori and Pasifika learners in each class at the beginning of the year

Maori and Pasifika Y9 and 10 Target students along with other T. students would have literacy needs addressed through OC Acceleration Goal to move 2 sub e-asttle levels in a year

Literacy Coordinator offered support by request

Action Groups

SG2 Group worked on "Less is More" approach and student workshops to use student voice to inform profile development which included Maori and Pasifika Target students

SG3 Action Group/TPL Inquiry Group decided to address acceleration and profiles through LAL leadership PLD development and engagement with whanau and student voice first through whanau hui

- Effect Size see accompanying information below "Explanation of Effective Size"

Year	9	10
2016	0.25	-0.25
2017	0.01	-0.31
2018	0.05	-0.23

Target Students

Year	9	10
2016	0.59	-0.27
2017	0.55	-0.34
2018	0.13	-0.12

Non-Target Students

Year	9	10
2016	0.26	-0.33
2017	-0.04	-0.40
2018	0.04	-0.27

Target Students by Ethnicity	Effect Size	No. of Students
Maori Y9	-0.64	6

- Literacy coordinator development of e-asttle specific to student needs individual reports was trialled successfully gaining approval from LALs and teachers

- Literacy Coordinator development of writing and reading linked activity/programme has been adopted by some teachers across LAs

Data indicates that the reading comprehension acceleration goal is not embedded overall in LAs

The Acceleration Proposal for 2018 was developed in response to lack of spiral inquiries around literacy and the lack of request for literacy coordinator support

Better support for students and teachers to focus on literacy needs and interventions

The e-asTTle individual reports tailored to each student have trialed well and it is hoped they will support teachers more to address literacy needs in the classroom

Tataiako provides the specific outcomes expected for Maori ranagatahi. PLD in 2019 will focus on tracking progress through the student responses to the student voice outcomes (PLD provider interviews)

Departments develop reporting next to curriculum levels so that tracking of acceleration is clearer in all subject areas.

- students with limited access to the curriculum were divided up into 10 separate groups highlighting the variation in approaches needed across these groups

- Through PLD Tataiako was interrogated by all staff and an SG2/SG3 Lead Team began planning a Y9 Y10 acceleration approach based on Tataiako for Priority Learners

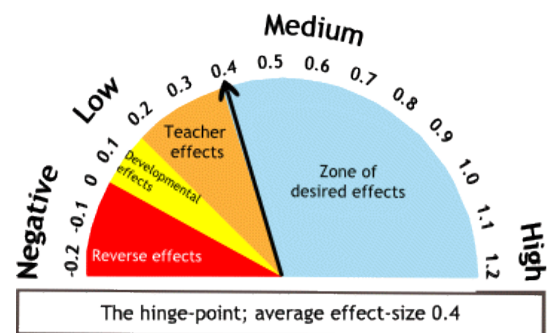
Planning for next year:

BOT supporting the employment of a data specialist to support tracking development
Junior programmes being aligned to the curriculum
Acceleration programme developed with support from literacy and numeracy specialists

Effect Size - Explanation of Effect Size

NOTE: Our effect size calculations have been done **to track acceleration**. This was set up when literacy acceleration of Target Students was a goal (move 2 sub-levels per year). We were aiming to reduce the gap between the main cohort and the target students. In these calculations we are looking for accelerated progress rather than simple progress. Thus, an effect size of 0.0 means that the cohort has made the expected progress. Anything above that means students have made more than the expected progress. Anything below that indicates that students have made less than the expected progress.

Effect Size	Explanation
0.15 - 0.40	Normal progress. Negligible impact of the intervention.
0.40 - 0.70	Small/medium but significant educational impact effect (over and above normal progress).
0.70 - 1.05	Approximately twice the normal progress
1.05 - 1.40	Large effect.
1.40 - 1.75	Very Large Effect.
> 1.75	Huge Effect.



Strategic Aim:	Pathways Student Engagement Student Achievement Inquiry
Annual Aim: 5	To develop a timetable and curriculum structure which gives students, staff and whanau the time to gain an understanding of student learning, goals and vocational pathways. Support students to access pathways that maximise their learning opportunities.
Target:	All students will be supported to realise their potential and to leave Onslow College with a minimum NCEA Level 2 or equivalent qualification
Baseline Data:	92.9% of students left Onslow with NCEA Level 2

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>
Monitored student achievement	Students with monitoring achieved the standards required.	Those for whom attendance became an issue or they are part of the Learning Support programme.	A focus on retention and attendance.

Planning for next year:

Develop a plan within the school to focus on attendance.