

Witherlea



School

Be Kind • Be Safe • Be Fair

TARGET AREA		Digital (Fluency) - Technologies			
SCHOOL	Witherlea School	DATE	2020	MOE NUMBER	3075

STRATEGIC AIM	<p>Strengthening Teacher and Leadership Capabilities</p> <ul style="list-style-type: none"> • Collaborative and empowered teachers and leaders <p>Monitoring and Evaluating Progress</p> <ul style="list-style-type: none"> • Reflective, responsive and innovative teaching for equity and excellence
ANNUAL AIM	<ul style="list-style-type: none"> • Collaborative 'Spirals of Inquiry' (including whole school) in the area of mathematics utilising WSL/ASL and internal expertise • Whole staff to ongoing review the Mathematics Curriculum and align teaching practices, assessment, current research • Use Witherlea School Learner Impact Plan to monitor, plan, target and evaluate IMPACT in Mathematics
TARGET DETAILS	<ul style="list-style-type: none"> • Student Leadership opportunities in DT • Ministry PLD funding to bring teachers Digital Fluency up to speed for DT rollout • Students Digitally Fluent
BASELINE DATA	<ul style="list-style-type: none"> • Across the school we had 91 (35.8%) learners who are below the benchmark for their age in 2019 • We have identified 'efficacy' in Mathematics as one initial indicator/problem • Historical data suggests we have a large cohort at Year 4 (33 in total) that has been underachieving from their early years in Mathematics and some across Reading and Writing. • Witherlea has begun DMIC PLD via our Kahui Ako (Piritahi) to ensure we embed culturally responsive mathematics practices to compliment the differing techniques, styles and philosophies schoolwide

ACTIONS <i>What did we do?</i>	OUTCOMES <i>What happened?</i>	REASONS FOR THE VARIANCE <i>Why did it happen?</i>
<ul style="list-style-type: none"> ● Phil Funnell will lead the AP: Team and create the map of where we are and where we need to get to ● Martin Huges from 3M Learning will assist the school in their PLD application and if successful rollout a 2 year learning programme to provide Digital Fluency then Digital Technologies to the students ● Digital Technology equipment purchased to support staff and students ● STEAM courses will be provided throughout 2020-2021 to encourage teachers to adopt some of the practices ● Students leaders will be upskilled to assist learning in classrooms ● Makihiko - Online PLD will be used as a whole staff learning platform ● A Digital Technologies Action Plan and team have been created to map the intended journey and outcomes for teachers and learners ● A PLD application for an external facilitator will be applied for (fourth time) to assist the teachers to gain the necessary confidence and skills ● The Year 5-6 team will be trialling; Genius Hour and/or MakerSpaces to provide DT opportunities to our students 	<ul style="list-style-type: none"> ● An Action Plan was created ● The PLD application was a fail, again ● We completed the one day STEAM course through Office Max and we provide leadership opportunities to selected Year 5-6 students in coding and robotics ● COVID HIT and to say something else hit the fan was an understatement. ● Our digital capacities were put to the test and they were not good enough; <ul style="list-style-type: none"> - We had no cofhrance or consistency of platform across the school - The students had trouble accessing and connecting online from home - The teachers had issues connecting to their students and delivering consistent learning that was accessible - The inequity in our system was highlighted with different devices in homes and/or lack of - we distributed 60 Chromebooks however over 100 hard packs were ordered and over 50% of these were not delivered in time or at all ● We were given 2 x 25 hours of PLD which we used to firstly give support to our teachers via Digital Fluency; we sorted many of our systems within a short time, created a Digital Plan for the school, started using the GAFE Google Apps for Education consistently across the school, had workshops for teachers and completed the 5th PLD application to finally gain some hours from the Ministry (50 and then 120) 	<p>3 major factors have influenced schools across New Zealand and definitely made an IMPACT on Witherlea learners and our ability to target those who need it;</p> <ol style="list-style-type: none"> 1. COVID-19 2. Influx and increase in every classroom of challenging/violent behaviours, anxiety, neurodiverse learners with little to NO funding 3. Learners who need targeting and extra pushed to the side because of the above and an absolute lack of funding and staffing in Primary Schools <p>COVID-19</p> <p>The focus following COVID-19 turned to 'Wellbeing' and 'Creativity' as students came back to school - two Year 5-6 classes began a Project Based Learning Unit (GeoCity) with the central focus of real world mathematics. This went viral; Stuff, Kea Kids, and then finally the EdGazette; link attached.</p> <p>Digital Fluency was a real issue, both internally at school but more so at home as families and whānau struggled to get the right devices and then when devices were given out the children did not have the know how to connect to their learning.</p> <p>INFLUX and NO FUNDING</p> <p>We have multiple learners in every classroom with trauma, neurodiversity, behaviour including violence and almost none of these children generate any funding whatsoever. The classroom teacher is having to upskill, keep the children safe and try to connect these learners in such diverse and dynamic ways that teaching the curriculum to others is an afterthought at best. We need the funding for students with diverse needs addressed urgently so we can support them, their families and whānau and the other students who are neglected. In one space we evacuate the classroom upwards of 3 times per day following the trashing of a classroom and hitting and kicking of the adults - this</p>

	<p><i>which we will use to transfer our skills into pedagogy across the school using the SAMR Model, Scaffolding, Differentiation and Feedback to support learners to access the curriculum and thrive.</i></p> <ul style="list-style-type: none"> <i>• We have Seesaw up and running to link our home and school where we are enabling families and whānau to see learning in real time</i> <i>• We are tracking and monitoring more effectively as the teachers have more time and are using this more effectively with their enhanced Digital Fluency - the next step is to transfer this knowledge to the students and streamline our devices to support every learner.</i> <i>• We surveyed the community following COVID-19 to seek feedback on the areas of concern so that if we went into LOCKDOWN or Online Learning was needed that we could ensure that connection and learning was continued and accessible.</i> 	<p><i>child generates zero funding. He is not the only child with high needs in this space. I have emailed the Prime Minister, the Minister of Education, the Director of Education for Nelson and they sent two people to tell me that our school would be in breach of the Education Act if he was not put into a classroom. We currently fund a Teacher Aide top of the scale for 25 hours per week to support him to speak and be in the class (as instructed) but mostly keep the other children safe. This is one of 10 priority children who represent extreme behaviours in our school and none of these is allocated funding. I am not sure what is happening in other schools but I know it is similar. Then of course we have Priority 2 and 3 students who also need support - they of course generate none. And then we get to our target learners....who have real potential if there were time, resources and funding of which there is none. Worse than this though - the GOOD WILL of our teachers and their WELLBEING is diminishing. We are at crisis and no one is listening.</i></p> <p>STAFFING ISSUES</p> <p><i>We are a school of 400 students and we staff all our leadership positions including our SENCO who completes all funding applications from the staffing provided - this over the years has put a strain on our teachers who are overloaded with diverse needs as above. The principal and the senior management all teach to try and lower the class sizes and support our leaders however the allocation mechanism and disparity between secondary and primary is broken and needs addressing so schools have a chance to meet their targets.</i></p>
<p>EVALUATION Where to next?</p>	<ul style="list-style-type: none"> <i>• Consistency of planning and assessment including data monitoring practice continued to be reviewed and improved</i> <i>• Formative Assessment practices, effective teaching and increased content knowledge through Spirals of Inquiry and collaborative sense making</i> <i>• Learning Goals developed for Mathematics using dispositions derived from; Growth Mindset, Key Competencies, Visible Learning, Learning Power, Talk Moves and the DMIC: Communication and Participation Framework (blend of all and created together)</i> <i>• Moderation embedded across teams and the school using external expertise - ASL</i> <i>• DMIC team - small group trial and begin year 1 again</i> <i>• Leadership Team member to take lead for DMIC Team and complete Massey University course - building internal expertise</i> <i>• ASL/WSL embed DMIC practices within school Mathematics programme via Spirals</i> <i>• Clear Mathematics Programme expectations and consistent platforms</i> 	

COVID IMPACT

Two weeks prior to Week 7 (Term One) our school was depleted by almost half - families and whānau were self-isolating and we had to start sending Online Learning home. We were, like others, scrambling and then two weeks later we were in LOCKDOWN, scrambling to get devices into the homes. We were not prepared, our teachers were not prepared and our students were not prepared BUT we did relatively well considering. Following

LOCKDOWN, students began to come back to school in 'Bubbles' and teachers tried to teach from school and Online.

We virtually lost a term of learning - 3 months and because the first term is setting routines and programmes up and transitioning students into classrooms we had to begin this again for many students, more than we anticipated - these are the students we would have been targeting if they were at school. In some cases, children may have lost 6 months of momentum and learning. This is huge.

We focused as a school on PROGRESS and individual learning journeys. We worked as a team to support learners and their whānau who needed to focus on wellbeing and we made sure all of our students LOVED coming to school.

EVALUATION Where to next?

- *Use the 120 hours of PLD to run workshops with staff extending this to our Teacher Aides*
- *Streamline our systems of data monitoring*
- *See the SAMR Model in the classrooms and consistency of language (students and teachers can reflect and know where they are in this model)*
- *Team Leaders are able to observe; scaffolding, differentiation and feedback in their classrooms and teachers are using the GAFE Suite to ensure this pedagogy is being embedded*
- *Online Learning Portal for parents, teachers and students with links to wellbeing support*
- *Digital Technologies being used in the classroom; coding, robotics, STEAM, STEM*
- *Digital Fluency of students being scaffolded and supported; following the Digital Plan so students can access learning, be safe and feel successful digitally.*