

ANALYSIS OF VARIANCE

TARGET AREA		DIGITAL FLUENCY			
SCHOOL NAME	Witherlea School	DATE	2021	SCHOOL NUMBER	3075

STRATEGIC AIM	<ul style="list-style-type: none"> ● SA3: Strengthening Teacher and Leadership Capabilities: ● Creating reflective, responsive, innovative teaching and leading for equity and excellence
ANNUAL AIM	<p>Digital Philosophy / Plan CLEAR and accessible to ALL</p> <ul style="list-style-type: none"> ● Each term the Digital Philosophy/Plan goals met (See Plan) ● Cyber Safety and Device Advice Sessions attended by community ● Students using devices as tools to connect with or enhance learning: SAMR Model <p>External PLD - Ministry Funded Workshops</p> <ul style="list-style-type: none"> ● Teachers using; scaffolding, differentiation and feedback plus the SAMR model in class providing evidence to share with each other (workshops) ● Digi Group and Team Leaders have evidence of the above (soft data) ● DC: Digital Coordinator part of Digi Group supporting the philosophy/plan for school <p>Enhanced Digital Opportunities for Teachers, Students and Whānau</p> <ul style="list-style-type: none"> ● All students can upload and connect to Seesaw - parents can access (survey) ● Year 5-6 students can access learning from G Suite including Google Classroom (set up for easy access) ● Year 3-4 students beginning to access learning through G Suite; using Google Accounts, know about safety online and can connect to drives and email (set up for easy access)
TARGET	<ul style="list-style-type: none"> ● Evidence of SAMR Model being used in teaching and learning programmes ● Seesaw used to capture learning and connect with whānau and community ● Confident and digitally capable teachers using scaffolding, differentiation and feedback ● Confident and digitally capable students using the G Suite to access learning
BASELINE DATA	<ul style="list-style-type: none"> ● 'Lockdown Survey'; main issues occurring with students on devices and lack of knowledge/skills to access learning ● Teachers digital fluency low; confidence, skills and lack of clear pedagogy ● No internal consistent platform/s and no CLEAR philosophy/plan for Digi that considered; hardware, software and skills/knowledge

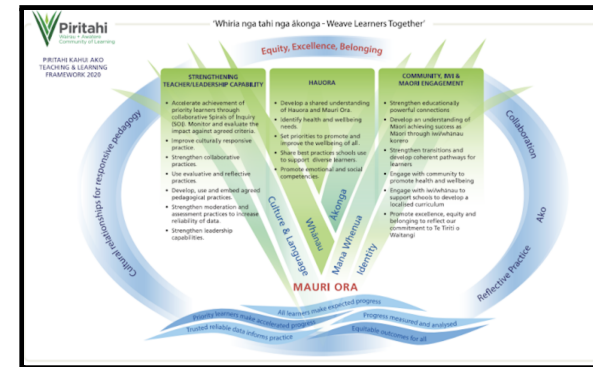
Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Digital Philosophy / Plan CLEAR and accessible to ALL</p> <ul style="list-style-type: none"> Update and use Digital Philosophy and Plan with leadership, BOT, teams, teachers, students and whānau External Experts to present to community Hardware, Software and systems aligned with philosophy and school direction 	<ol style="list-style-type: none"> Completed this target Did not reach/complete this target Completed this target 	<ul style="list-style-type: none"> Updated Digital Philosophy and Plan External experts unable to present to community due to COVID restrictions Hardware, software and systems aligned with philosophy and school direction; <ul style="list-style-type: none"> JAMF used for iPad management Chromebooks run through Google Admin to support differentiation This aspect took longer as we found the right person in Term 4 	<ul style="list-style-type: none"> Google Classroom used by all Year 4-6 - teachers; shares with students, teacher titles and all students appear on one screen Scaffolding and differentiation evidenced via Classroom/Doc Moving to feedback; mote, rubric, bank All classes use Seesaw Bog; Year 1-3 classes use Seesaw activities and Year 4-6 classes use Google Classroom and Seesaw for communication Stella trained (Martin and PLD) Macbooks updated manually and progressively move away from this hardware Chromebooks invested in and differentiated for each class/learner iPads differentiated for each teacher/classroom = apps Teacher input so each device opens homepage and tabs for their classroom Year 4-6 groups have email activated Year 2-3 have google accounts but no email WFD Team trained to add new users (Provider) New users given an OU = organisational unit so they are in the correct classroom (have homepage and tabs differentiated for that class) IT Lead work with groups of students as Techie Team to stop signing in guest mode OR// using Chromebooks Systematic teaching of digital skills to age and stage of student
<p>External PLD - Ministry Funded Workshops</p> <ul style="list-style-type: none"> Teacher capabilities lifted with Digital Fluency; confidence, time, energy and pedagogy unpacked and understood Digi Group created and plan of action for upskilling of staff / alignment of resources DC: Digital Coordinator upskilled, succession plan and time with provider 	<ol style="list-style-type: none"> Did not reach/complete this target Completed this target Did not reach/complete this target 	<ul style="list-style-type: none"> Some teachers engaged with the PD and have been using the GAFE suite in particular Classroom however there was no engagement of other teachers - they were holding on to old beliefs, too much change at school, pressure of COVID and release was not aligned to this PLD Some classrooms the SAMR model was present and others it was not Digi Group was created in Term 4 with a Digi Lead and an IT Coordinator (internal) which held up the desired target 	<ul style="list-style-type: none"> Stella trained (Martin and PLD) Macbooks updated manually and progressively move away from this hardware Chromebooks invested in and differentiated for each class/learner iPads differentiated for each teacher/classroom = apps Teacher input so each device opens homepage and tabs for their classroom Year 4-6 groups have email activated Year 2-3 have google accounts but no email WFD Team trained to add new users (Provider) New users given an OU = organisational unit so they are in the correct classroom (have homepage and tabs differentiated for that class) IT Lead work with groups of students as Techie Team to stop signing in guest mode OR// using Chromebooks Systematic teaching of digital skills to age and stage of student
<p>Enhanced Digital Opportunities for Teachers, Students and Whānau</p> <ul style="list-style-type: none"> Digital skills aligned to age/stage of children to access 'Learning Online' Students using Digital Technologies pathway approach - sequentially building capabilities, skills and understandings Seesaw used to show learning and connect home to school (Year 1-6) 	<ol style="list-style-type: none"> Completed this target Did not reach/complete this target Completed this target 	<ul style="list-style-type: none"> Leadership created the Digital doc to ensure each age group Due to the factors above the digital technologies pathway was not completed All classes supported to use Seesaw and show progress of each learner and Seesaw was used as a consistent platform across the school to connect during COVID however not all classes had the Blog enabled 	<ul style="list-style-type: none"> Stella trained (Martin and PLD) Macbooks updated manually and progressively move away from this hardware Chromebooks invested in and differentiated for each class/learner iPads differentiated for each teacher/classroom = apps Teacher input so each device opens homepage and tabs for their classroom Year 4-6 groups have email activated Year 2-3 have google accounts but no email WFD Team trained to add new users (Provider) New users given an OU = organisational unit so they are in the correct classroom (have homepage and tabs differentiated for that class) IT Lead work with groups of students as Techie Team to stop signing in guest mode OR// using Chromebooks Systematic teaching of digital skills to age and stage of student

2021 CHANGES

- *The Witherlea School: Learner Impact Plan (revised) - clearly defining what, who and why we target?*
- *The Charter design - clear Strategic and Annual Goals which links directly to Piritahi and our targets*
- *NEW PGC - Professional Growth Cycles and collaborative 'Spirals of Inquiry' (whole school focus - Talk Moves)*
- *Connector; modelled via SMT, Leadership and used in BT Programme to support reflective, responsive practitioners and share 'good practices'*
- *Data Monitoring and Progress tracking through eTAP - new MONITORING section via Guidance*
- *Leading Adult Learning continued into second year (External Experts)*
- *Poutama Pounamu Blended Learning course - target small ākonga groups (adults)*
- *Major Curriculum and Assessment review; using the Local Curriculum Guides, Wellbeing Survey, ERO Assessment information, collaborative whole school focus/approach, 'Teaching for Positive Behaviour' resource used schoolwide*
- *Mathematics Focus; two groups - DMIC (4 teachers) and rest of school teaching Talk Moves*

PIRITAHĪ CONTEXT

Witherlea School continues to be part of the Community of Learning with the 2020 Framework for Teaching and Learning being a key element and influence in our CHARTER as we go from four strands of focus to three. We continue to embed the ['Spirals of Inquiry' practices/capabilities and use Connector](#) as individuals and teams. We use the Action Plan (Theory of Improvement) template to directly link our Annual Goals and Targets so that roles, responsibilities and the pathway/map improvement and make expected outcomes clear. We have culled this process from 9 Actions Plans to one. ALL teachers have been part of the CHARTER and Action Planning process.



PLANNING FOR NEXT YEAR

- *Cull out changes and ensure alignment and clarity towards Digital Fluency goals/targets and Strategic Direction*
- *Ensure all stakeholders are clear and part of decision making*
- *2022 continue with PLD in Digital Fluency utilising our provider to lift confidence and capabilities and increase*
- *Use correct hardware = Chromebooks will be our way forward to ensure scaffolding and differentiation*
- *IT Lead to investigate Hāpara*
- *Create WFT Team (Witherlea Future Directions Team); IT, Digit Coord, Principal, Innovation Team and Provider to ensure that the pathway is made clear to staff and all software/hardware are aligned to needs of students and teachers = the process needs to be given time and concrete examples*
- *Leadership Team made clear about future Digital Direction = WHY and HOW - they will drive this and complete walkthroughs for evidence collection towards target*
- *G Suite used in Year 3-6; differentiated apps, bookmarks, g suite for differing ages/stages = teacher input and organised by IT Coordinator*
- *Digital Strategy of skills needed at each stage/age*