

ANALYSIS OF VARIANCE

TARGET AREA		WELLBEING			
SCHOOL NAME	Witherlea School	DATE	2021	SCHOOL NUMBER	3075

STRATEGIC AIM	SA1: Hauora; promotion and commitment to enhancing social, emotional and physical wellbeing through positive school-wide practices
ANNUAL AIM	<p>NZCER Wellbeing Survey</p> <ul style="list-style-type: none"> Internal capabilities (leadership team) strengthened using 'strengths based approach' to data analysis School policy and procedure under microscope to identify areas of change or focus needed Students and teachers complete survey <p>Understanding and Responding to Challenging Behaviour</p> <ul style="list-style-type: none"> Teachers broaden knowledge/capabilities with neurodiverse students - attending TOD workshops, change of language across school Behaviour modifications strategies used on target students - progress towards IEP goals All teachers use 'Self Assessment Tool' and create a plan of action for class/specific child <p>Wellbeing Team</p> <ul style="list-style-type: none"> Targeted changes and improvements results in progress or evidence of change (survey results) Community survey created and sent out to collect community voice - accessibility of Learning Portal Learning Portal changed, improved as a result of survey
TARGET	<ul style="list-style-type: none"> Evidence of 'Teaching for Positive Behaviour' school wide to support/integrate students with challenging behaviours, neurodiversity and additional needs Wellbeing Team set up using the Wellbeing Survey data Teachers, students and community survey completed
BASELINE DATA	<ul style="list-style-type: none"> Completed the NZCER Wellbeing Survey 2020; data shared with BOT and SMT 6 x students (3 students with prior stand downs) with 'challenging behaviours' enrolled 2020/2021 with 3 more known entering in 2021 (Neurodiverse)

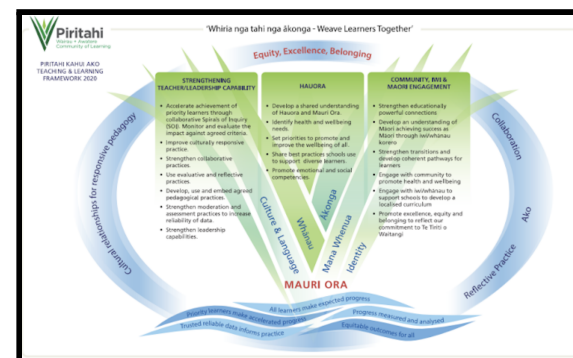
Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>NZCER Wellbeing Survey</p> <ol style="list-style-type: none"> 1. NZCER data expert to support analysis 2. Year 5-6 complete survey biannually 3. Teachers complete survey yearly 	<ol style="list-style-type: none"> 1. Completed this target 2. Completed this target (and went further with analysis) 3. Completed this target 	<ul style="list-style-type: none"> ● The innovation team was set up in Term 4 and they used the Teacher and Student Wellbeing data to make some decisions regarding the playground and students being supported for conflict resolution; Recharge Station and PALs 	<ul style="list-style-type: none"> ● 2022 we have a lead teacher for Student Leadership who has trained a group of students for the Recharge Station. This space will provide support for students in the playground and alternative activities. ● The PALs is also a new initiative to support positive games in the playground and options for students.
<p>Understanding and Responding to Challenging Behaviour</p> <ol style="list-style-type: none"> 1. Piritahi Combined Conference; Neurodiversity (Mind Over Manner) 2. Working with and learning from internal/external expertise; PF, AH, Dr Alicia Bravo, RTL, SENCO 3. Using 'Teaching for Positive Behaviour'- self assessment tool 	<ol style="list-style-type: none"> 1. Completed this target 2. Completed this target 3. Completed this target (see data) 		<ul style="list-style-type: none"> ● We are continuing in this space with PB4L PLD, continuing our work with the Behaviour Team and Special Education, UBRS Training, CPI and MAPA training and Behaviour Intervention training for our new Haumaru space. ● We will use the Self Evaluation Tool and PB4L Set Data to analyse where to next in the Teaching for Positive Behaviour space.
<p>Wellbeing Team</p> <ol style="list-style-type: none"> 1. Team composition from ALL stakeholders; SMT, Teacher, BOT, Whānau and students (AC to lead) 2. Use 'Wellbeing Survey' analysis to initiate discussion and suggest changes/improvements 3. Wellbeing strategies/practices made accessible to teachers, whānau and students via Learning Portal 	<ol style="list-style-type: none"> 1. Did not meet this target 2. Completed part of this target 3. Completed part of this target 	<ul style="list-style-type: none"> ● Unable to create the Wellbeing Team due to COVID. Bringing all stakeholders together became an issue when we went into Lockdown and following this being in Alert Level 3 then Alert Level 2. ● The Wellbeing Survey was used to initiate discussion with the Innovation Team but not the Wellbeing Team. ● Used Sparklers on the Learning Portal to support Wellbeing practices at home. 	<ul style="list-style-type: none"> ● 2022 we will use our survey information from our community to create the Wellbeing Team. ● We will redo both the student and the teacher survey on NZCER and use this new information to create strategies and initiatives for school improvement. ● The Learning Portal will be further developed to ensure our parents and whānau have access to timely wellbeing information to support our students, their children.

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

- *A huge part of wellbeing will be navigating COVID-19 and all the mandates and requirements*
- *Adults and students will need to use EQ: Emotional Intelligence and this is fast becoming more important than IQ*
- *Aligning our Strategic Direction, Annual Plan, Spirals and resourcing so that the workload at school is deemed manageable will be essential in 2022*
- *Securing Special Reasons Funding and opening our Haumarū space for students with additional needs will be a focus - utilising the strengths of our DP, teachers and teacher aides in a collaborative set up so that students have barrier free access to school*
- *Targeted PLD for teacher and leaders in the Haumarū space - MAPA, UBRS, Behaviour Interventions*
- *Targeted PLD for our teacher aides via connections with Learning Support and Behaviour Specialists*
- *Implementation of PB4L across the school and having a Schoolwide Team that covers the entirety of the school - representation from all corners*
- *Using the Teaching for Positive Behaviour book/manual - every teacher and teacher aide to have one*
- *Trauma Informed Practice journey begun with the book; "The Boy Who Was Raised as a Dog" by Dr Bruce Perry and the Neurosequential Model being embedded in our classrooms*
- *Teacher PGC linked to either PB4L or Trauma Informed Practice utilising Connector (Sleuth) and integrating into Spirals of Inquiry*
- *Extra release for teachers and leaders throughout the school to develop collaborative practice, to ease workload, and to delegate, distribute and empower our wider leadership team = contingency planning for when COVID hits, for Haumarū and our most vulnerable learners*
- *Innovation Team to work with staff and develop initiatives to support Hauora - Wellbeing*