

Analysis of Variance Reporting



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| School Name: | Sunnybrae Normal School | School Number: | 1516 |
| Strategic Aim: | <p>To develop teaching and learning expertise to meet the diverse needs of our staff and our learners so all members of our learning community are healthy, happy, engaged and successful.</p> <p>Continue to build consistency and quality of practice through further development of staff wellbeing, community engagement and key competencies. Monitor and review progress to inform progress. Introduce and trial new school wide Wellbeing programmes, Communication methods and Key Competency resources alongside teacher-led inquiry. Continue to explore and develop opportunities to build partnerships with wellbeing providers, parents, family and whanau. Continued to develop wellbeing components, engage with our community and develop understanding of competencies/capabilities with the support of PLD facilitators.</p> | | |
| Annual Aim: | <ol style="list-style-type: none"> 1. Staff Wellbeing: Develop wellbeing practices and techniques to allow staff to flourish. 2. Community Engagement: Create a communication system that addresses the needs of our culturally diverse families. 3. Key Competencies: Create a school-wide pedagogy around the teaching and learning of key competencies. | | |
| Target: | <p>Staff Wellbeing: Our staff and student teachers are empowered and motivated to improve their own wellbeing and that of their students.</p> <p>Community Engagement: Our people are informed and engaged members of our community.</p> <p>Key Competencies: Our teachers have a shared understanding of how to teach key competencies.</p> | | |
| Baseline Data: | <p>Staff Wellbeing: Wellbeing staff survey Term 1, Wellbeing staff survey Term 4, Staff sick leave.</p> <p>Community Engagement: Community Engagement team measures the effectiveness of current methods of communicating with our community. Focus group feedback collected. Methods investigated and gaps identified Changes and updates made. Present progress and journey to the board</p> <p>Key Competencies: KC Staff Survey T1, KC Staff Survey T4, KC resource bank, KC embedded within our curriculum.</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> |
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| <p>Staff Wellbeing:</p> <p>Create questions for the audit. (Survey, interviews, questionnaires). Gather data, analyse, interpret, summarise, recommendations, next steps; Share findings with staff. Create a plan to improve the physical environment. Implement the plan to improve the physical environment. Provide PD around nutrition. Engage in activities on good nutrition. Provide PD for exercise to improve wellbeing. Provide exercise opportunities for staff. Provide PD for mindfulness. Audit, analyse data, conclusions, next steps.</p> <p>Community Engagement:</p> <p>1. Review current methods of communicating with our community 2. Gather feedback from parents about our current communication methods using a focus group. 3. Gather feedback from staff about current forms of communication. Gather information about the communication methods other schools use. Make adaptations and changes needed to improve the Newsletter, Email, Special</p> | <p>Staff Wellbeing:</p> <p>Staff survey of key competency understanding. We created Wellbeing Wednesday to support our community. On this day families were encouraged to spend time together. Weekly wellbeing updates were created. We had a daily gratitude challenge- this kept staff connected and we checked in with people who might feel isolated. Staff wellbeing was a focus at the first Teacher Only Day when we returned to school. This was a whole staff event to highlight wellbeing and to establish wellbeing buddies. We had a second breakfast as part of Mental Health Awareness Week where we highlighted the importance of normalising the rhetoric around mental health. We also made Mental Health Awareness week a focus for the students. Each day activities were based on a theme inspired by one of the five aspects of <u>Te Whare Tapa Whā</u> – a Māori model of health that describes health as a whare/whenui/meeting house that helps us identify where we need extra support. Re-wiring for Wellness Professional</p> | <p>Due to Covid-19, we had to swap the 2020 Annual Plan for Community Engagement with the 2021 Annual Plan. Therefore, we worked on how we communicate with our parents instead of working hands on with our many cultural groups.</p> | <p>Staff Wellbeing: Next Steps include:</p> <ul style="list-style-type: none"> • Continue with new initiatives for Staff Wellbeing. • Incorporate knowledge gained about Wellbeing into classroom programmes to positively influence Student Wellbeing. • Resources needed for the teaching of Wellbeing to students in the classroom. • Funding needed to sign up to The Resilience Project and Mitey. <p>Community Engagement: Next Steps include:</p> <ul style="list-style-type: none"> • Continue to seek parent feedback on improved methods of communication between school and home. • Nurture our diverse learners' sense of belonging and identity by enhancing our culturally responsive environment. • We need many members of our parent body to engage in the designing and building of cultural symbols |

Event Notices and Seesaw as a Communication tool. Make adaptations and changes needed to improve the Website and SNS App. Make adaptations and changes needed to improve PTA Facebook, Pasifika Facebook and WeChat. Invite the focus group back and gather feedback on the changes and adaptations. Present feedback from review and focus group to the BoT and SLT.

Key Competencies:

Refine the language of key competencies. Staff survey of key competency understanding. Analyse data from survey. Develop indicators for the key competencies. Link current resources to the key competencies. Expand and develop further authentic resources. Share different ways to use the key competencies document. Staff survey of key competency understanding.

Development. Nutrition Workshop. Brain Breaks- our Healthy Active Learning coach. Providing information to staff on how to get support for their wellbeing if they need it. Enhancing our Physical Environment with inspirational quotes on the toilet doors. Purchasing a new toaster for the staffroom. The staff said it was too slow, as time is so limited during breaks. Yoga before school for staff. Movement breaks during meetings. Walking group.

Community Engagement:

We met with a lovely group of parents from a variety of cultural groups to gather their feedback on how the school communicates through various platforms. Weekly Newsletter- The Newsletter opens automatically when the email is opened, New layout with a contents page for easy navigation, Preferred Language feature. School Website / SNS App, Updated calendar, Upskilling of Office Staff, Review, change and update the content and layout of the website, Meetings with the website creators, Implementing changes. Paper notices / Emails, Ensure communication is easy to understand. Use Seesaw as a communication tool rather than emails, Introduce Kindo, a new

to be displayed at the front of the school.

- Extra resources may be needed depending on design decisions for each group.

Key Competencies:

Next steps include:

- Consulting a wider community group to provide input and feedback on the Learner Qualities
- Receiving feedback from staff after having time to trial the Learner Qualities in classroom practice
- Refining and then publishing the Learner Qualities Framework
- Supporting staff further as they plan and teach the Learner Qualities in a range of contexts
- Creating visuals for the Learner Qualities to display in classrooms and across the school.

online payment system to streamline our school activities and payments for 2021. WeChat / PTA Facebook Guidelines Established guidelines for community users and staff users. We request that all conversations remain of a non-personal nature. Please keep conversations positive and language respectful. Only share information that is accurate and reliable. Working with the Community Bayfield School and Albany Primary. Met with Albany Primary School Principal + Bayfield School Senior Leadership Team to share findings, experiences, parent feedback and exchange ideas. Kindo software enables parents to make school payments online. Online permission slips matched with payments. Kiwischools: Reviewing our Website + App to align with feedback from our parent community. Community involvement in the school garden has been inhibited by Covid-19. Despite publicising this, many grandparents and parents have been reluctant get involved. We have had the help and support of a parent, preschooler and grandparent. They have enjoyed working with the students and sharing their expertise. The Year 4 and 5 student garden groups have

enjoyed planting, caring for, and harvesting vegetables from the school garden. Taking these home to share with their families has been a highlight for them. School Bush Project: With the support of our wonderful community, we have: Cleared the old chain and posts away from the edge of the bush area. Cleared away the dead trees, branches and vines. Pulled out weeds, vines and weeded around the edges of the bush and fence. Removed the old pavers. Laid concrete pavers in gate area to keep it dry and the bush more accessible. Built insect hotels, bird houses and bird feeders; installed many into the bush. Showed community service by weeding the garden of our elderly neighbours. Built a new pathway into the bush. Relationships have been established between experts in our community. Sustainable Schools Advisor and rep from Smith Bush/Akoranga Reserve restoration group. The Parent Cafe has not had as many participants as we would have hoped. We believe that this is partly due to the restrictions that were placed on the community coming into the school during Covid-19 alert levels. Many children now have different pick up routines at the gate. We need to

review the current model, make changes and look at new and different variations. In March, after a series of security breaches the homes bordering the school were visited. A letter was dropped off that briefly explaining what had occurred in the school grounds and ways the school and the immediate community could work together to help tighten and alleviate any further security concerns.

Key Competencies:

The Key Competencies action team embarked on a research gathering process to inform their direction. The student council and staff were also asked to provide ideas around the following prompt to gather community input and to develop language unique to Sunnybrae. Leaders of KC drafted the initial language of the new look competencies for Sunnybrae Normal School utilising combined release time. They worked with a PD provider from *The Education Group* to elaborate and define the language around the Sunnybrae competencies. A draft document was presented to the SLT and then to the teaching staff (providing the opportunity for further input). A resource kit

(Strategic Goal - Expand develop resources and Strategic Goal - Share resources) has been established to support teachers in integrating aspects of the Learner Qualities into their practice. Professional learning around teaching strategies has begun in staff meetings. An example is the use of split screen teaching. A document has been created to measure the progress from learning about to embedding the new Learner Qualities. The Student Council has been consulted around ways that the Learner Qualities can be 'lived' at Sunnybrae and have provided amazing ideas. The Student Council has also been consulted to support the development of visuals that represent each of the Learner Qualities and selecting whakatauki to capture the essence of each quality. The Student Council has taken on the role of the Pupuke Action Team for Sunnybrae this year. Four representatives attended a hui in November with students from all COL schools and presented their input into the development of the Sunnybrae Learner Qualities. When our school year was impacted by Lockdown, Sunnybrae had to think creatively about reporting on student progress considering the time students were away from

school. The Key Competencies Action Group provided a modified set of indicators around competencies that could be used for the Mid Year Report. The indicators were well received, were used for the mid year report and have been continued for the End of Year report.

Planning for next year:

Student Wellbeing:

Our staff and students are resilient and live enriched lives.

Community Engagement:

Nurture our diverse learners' sense of belonging and identity by enhancing our culturally responsive environment.

Learner Qualities (Key Competencies)

Integrate LQ's that are future-focused and equip students with the attributes needed to fulfil their potential and contribute positively to their community.