

2019 Analysis of Variance, Hora Hora School (Te Mai)

The relevant requirements are...

[Education Act 1989 No 80 \(as at 01 January 2020\), Public Act – New Zealand Legislation](#)

87 Annual reports

- (1)

As soon as is practicable after the end of every financial year, and in any event no later than a day fixed by the Secretary, every board shall give the Secretary an annual report in accordance with this section...

- (2)

A report given under subsection (1) must include—

a statement in which schools provide an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter:

Our Aim

Our Curriculum Delivery will be enhanced by specific teaching and learning strategies to provide our students with every opportunity to fulfil the Vision of this school.

Our specific goals for 2019

1. To develop a strength based curriculum
2. To explore the history of Aotearoa / New Zealand with our students, with an emphasis on local events (e.g. Northland, Whangarei)
3. To develop trauma informed practice

What did we do to help achieve these goals?

- Encouraged teachers to identify strengths in all children
- Used Tamsin Hanly's books to learn about NZ's history
- Established 'Nga Roopu': small tutor groups for developing social skills and interests
- Consolidated Play-Based learning in junior school
- Implemented PD on Play Based Learning throughout the senior school
- Initiated research into the effects of our programmes
- Liaised closely with RTLB

How did that work out?

- Teachers identified strengths in all children. Teachers provided extended opportunities for children to demonstrate strengths.
- Redesigned reports to parents to better reflect strength-based curriculum and trauma informed practice.
- Developed Y6 Graduation Profile based on KCs and Te tiriti (Auraki) and Whare Tapa Wha (bilingual)
- Teachers used TH's books to learn about NZ history.
- Established 'Nga Roopu': using art, construction, handcrafts, sports, music, kapa haka to develop children's social skills and interests
- PD for staff provided by Longworth re PBL
- PBL explored in senior classrooms

- Kapa haka group won trophy at Nationals
- RTLB helped many classes and teachers with trauma-informed practice
- Many children accessed 'place of safety' or friendly adult to help them self-regulate
- Researcher reported...

"there is sufficient info to offer some promising insights. It does indicate that the overwhelming majority of children felt able to approach an adult (Teacher, TA, Admin etc.) if they needed to - if they were sad - and that is a significant achievement. The programmes are enjoyed and valued, creating opportunities for children to interact positively with adults in a low-stakes environment. As a couple of children noted, they also got to mix with different children from their classmates, perhaps offering new social opportunities. (This could be important for children having classroom difficulties). Having "fun", trying new activities and creating "cool" things were learning experiences valued by the children and would be essential in enabling ongoing relationships with those leading the programmes to develop. I know I can work with what has been done so far - it seems to me that you are merging a play-based-learning model with a mentorship type model of supportive adults. What could also be operating is a model of social enhancement for children working in environments that gather children together in groupings that are focused on interests and capabilities."

Was there any variance? Why?

Classroom practice improved in all three areas, so no variance.

PBL PD setback: weather prevented ToD presenters getting here: used live video, and visits later in year to try to catch up.

What next?

- Research ongoing, refined for 2020.
- Selection processes for Nga Roopu refined
- ToD with Longworth on PBL in Feb
- Two Kapa haka groups to regional competitions in Nov 2020
- Continue using TH books as resources for exploring national and local history
- plan staff PD on Te Reo

Planning for 2020

- ToD with Longworth at beginning of year
- Employ researcher to continue in 2020
- Continue using Nga Roopu to help our children
- Explore use of the Y6 Graduating Profile throughout the school
- Staff PD on te reo and tikanga