

# Analysis of Variance Reporting 2022

## Hauora/Wellbeing

<b>School Name:</b>	Ruru Specialist School	<b>School Number:</b>	4011
<b>Strategic Aim:</b>	<b>Hauora/Wellbeing</b>		
<b>Annual Aim:</b>	Through communication and collaboration with families/whānau support student/ākonga hauora/wellbeing		
<b>Target:</b>	<ul style="list-style-type: none"> <li><i>Promote family/whānau engagement with SeeSaw to maximise uptake by Term 3 2022</i></li> <li><i>Increase whānau voice and contribution in IEP-ICP Planning</i></li> </ul>		
<b>Baseline Data:</b>	<p><i>What was happening previously?</i></p> <ul style="list-style-type: none"> <li><i>Seesaw- In Term 3 2021 the data showed that on average there was 84 posts across the school per day on Seesaw and of those 84 posts there was an average of 49 likes and 38 comments on them.</i></li> <li><i>Whānau Voice – In 2021 a document was sent home to Families prior to an IEP-ICP meeting. This document had sections for families/whanau to make notes on each of the Key Competencies. On a random sample of 20 students there were 5 Goal sheets completed but these appeared to be written by teachers during an interview with students, rather than by the families/whānau themselves</i></li> </ul>		

<b>Actions</b> <i>What did we do?</i>		<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
Seesaw	<p>In Term 2 we sent out a survey to all parents/caregivers that asked a series of questions regarding their thoughts and opinions on Seesaw and how it is working for them.</p> <p>From this survey the data was collected and then shared with the teaching staff so they could implement changes.</p> <p>Data was collected during Term 3 2022 to compare to the previous year to see how the changes made by the teaching staff had affected the parent/caregiver engagement.</p>	<p>From the survey we had 27 responses. These responses indicated that the families were happy about us using Seesaw as our form of communication and that they would like to see more photos/videos of their children posted on the journals.</p> <p>This information was shared with teaching staff via email and at a staff meeting. Staff were encouraged to increase the amount of posts they were sharing to try and get more engagement from the families.</p> <p>The Data collected in term 3 2022 showed that our average daily posts went from 84 in term 3 2021 to 137 in 2022.</p> <p>It also showed that the average daily likes increased from 49 to 75 and the comments increased from 38 to 60.</p>	<p>The outcome of increasing the number of posts specific to what the parents who responded to the survey wanted was that it did increase the whānau engagement by 36%.</p> <p>The data recorded over the time periods made it very clear that when the number of items increased on the students journals it directly linked to a spike in whānau engagement. E.g. on the 26.7.21 there were only 32 posts and the engagement from whānau was only 12 likes and 5 comments. Whereas on the 19.9.22 there were 102 posts which had the whānau engagement sitting at 72 likes and 59 comments.</p> <p>Those numbers show us that increasing the amount of posts to the students journals will in turn provide us with more whānau engagement on the Seesaw platform.</p>	<p>Based on the information we received via the parent survey and through the data collected from Seesaw it would be beneficial for us to increase posts on the students journals.</p> <p>A pattern has also emerged from the data collection that during weeks 9 and 10 when assessment is uploaded to the students journals there is an increase in whānau engagement. This indicates that whānau are interested in seeing more of the students work from throughout the term which is interesting because the survey showed that whānau wanted more photos and videos not more of the students work.</p> <p>It would be beneficial for us to look into what kind of posts are attracting the attention from the whānau on Seesaw. Looking into the following options further in relation to what traffic they bring on the platform might be beneficial to us in regards to gaining more whānau engagement:</p> <ul style="list-style-type: none"> <li>• Photos/videos</li> <li>• Assessment</li> <li>• Students work/activities</li> <li>• Notes/announcements</li> <li>• Comments on students day</li> </ul>

Whānau Goals	In March 2022, the Whānau goal sheet for IEP and ICP meetings were modified. A list of examples was added against each Key Competency so that families/whānau could use these as “springboards” when thinking about what they wanted their child to achieve. Teachers send this Goal sheet home prior to their child’s meeting.	During the year most students had either 1 or 2 ICP-IEP meetings. On a random sample of 20 students no Whānau Goal sheet were returned by families/whānau. In 2022 we also added a formal “titled” section into the meeting record for whānau voice and every Meeting Record has had content penned into this area. Teachers and team leader ensure that families are given the opportunity to contribute during the meeting.	<p>The response to the written Goals sheet from families has been “lukewarm” and we need to think carefully about whether or not the form is achieving the goal that was intended when they were designed.</p> <p>We pose that the reasons why there has been a decline in the responses</p> <ul style="list-style-type: none"> <li>• Families prefer to contribute during the meeting verbally</li> <li>• The terminology for the key Competency areas is not familiar for families, therefore the sheet is complicated to them.</li> <li>• Some Families find it difficult to return any written paperwork</li> <li>• Student live in several locations, maybe the Goal sheet does not get circulated?</li> <li>• Teachers are not consistent with the document being sent home</li> </ul>	Based on the outcomes its recommended that we continue to add whānau goals during the course of the meeting. The written Goal Sheet is not enhancing their participation in Goal Planning. An alternative could be include a paragraph when meeting is confirmed (office staff do this) such as “Prior to the Meeting please give some thought to the areas that your child does well, things that they need help with and what you plan for them in the long term. You can tell us about this before the meeting by emailing your thoughts back to their teacher or we can talk about these during the meeting”
<p><b>Planning for next year:</b></p> <p>Seesaw section:- Post items of high interest on the student journals, encourage teachers to increase posting and look into what specific items parents are responding to.</p> <p>Whānau Goals:- Invite families to contribute to student goals prior to or during IEP-ICP meeting. Discontinue sending the Goal Sheet page.</p> <p>Sara Jewell, Gill Ellison and Marina Marie</p> <p>4 November 2022</p>				

See Seesaw Term 3 Graph Pages x 2