

ANALYSIS of VARIANCE 2021

The expectation of the Ministry of Education is that schools measure pupil attainment against Expected Standards (National Curriculum Levels). That information is provided here in both a written and a tabular form.

Foreword

The data presented in this analysis of variance is based on teacher overall judgments (OTJ's) against the New Zealand Curriculum expectations for the 2021 school year. It should be noted however that this year was subject to many disruptions. Covid-19, much higher than usual absenteeism and school specific building and wellbeing disruptions that are all difficult to quantify against usual patterns of achievement.

Our school staff has however continued to invest considerable time into PLD and moderating our teacher judgements. This has been both within our own staff and with external facilitation (particularly in Reading and Writing) to ensure they are as accurate as possible. In developing our OTJ's at Ngunguru, we currently rely on multiple sources of data to ensure the greatest accuracy possible. We are confident that with school wide consistency of teacher understanding, external moderation and self review our professional judgements will continue to provide accurate assessments of student learning.

What is the analysis of variance?

In the plans and targets set out in our charter, the Board describes the school's priority learning areas and our expectations for improved student outcomes. The core business of the school is to raise student achievement, but the Board can also potentially set related objectives about such things as attendance or harassment etc. The Board could also potentially identify other priorities, objectives and targets relating to staff and Board capacity, finances, and property as detailed in our operational plan. At Ngunguru we have focused particularly on Mathematics, Reading and Writing for the past 3 years in our analysis.

In the annual report the Board presents, amongst other documents, an "analysis of variance" which describes for the community how the school has addressed the annual learning priorities and details how successful the approaches have been. The variance report describes the outcomes of initiatives that prioritise the way the school resources are used. In order to be able to analyse progress towards

school achievement targets, the school has collected data and evidence on student progress and outcomes.

A close look at this data is part of our teaching inquiry cycle to identify changes to our programmes in order to improve these outcomes .

Our analysis of variance is the starting point for self-review of student learning.

The information in the 2021 Ngunguru School Analysis of Variance is presented below.

1. Writing
2. Reading
3. Mathematics

During 2021 Ngunguru school continued its partnership with our local iwi and employed Maori staff to provide:

1. Weekly Te Reo language instruction and Tikanga and Te Ao Maori instruction. This was facilitated across 2 days weekly and Ngunguru has been audited and assessed at Level 4B Maori language funding. This staff member alongside our HOD maori also supported our Leadership programmes and pastoral care work with our Maori students.
2. Kapa Haka tuition and event performance across years 1-8

Progress Comment

Special needs:

Ngunguru School, as at 'end of year' 2021, had the following students with identified barriers to learning. This should be considered in the context of student population, achievement and progress. All of these students' results have been included in the below narrative and school wide data.

GSE and special education needs students

The allocation of the LSC resource and targeted staffing has seen a significant increase in our capacity to identify and provide additional support programmes for students with identified needs.

In 2021 Ngunguru school had 61 students with diagnosed special needs. This represents 25.3 % of our roll and includes:

Orrs /GSE funded

3 Students 2 Male
 1 Female

High Heath Needs

2 students 2 Male

2 Students 2 Male

Reading Recovery

8 Students 5 Male
3 Female

MOE Psych

1 Student 1 Female

These students collectively represent 38% of our below students in Reading, 42% of our below students in Writing and 36% of our students below in Mathematics.

The below table outlines the students at Ngunguru who have been identified, diagnosed and who are receiving additional learning support. This table outlines by gender and total how many students in each year group have received this support in 2021.

Table 1: Year group breakdown of interventions and support: 132 of these were run in years 1-4, this equates to 71% of interventions.

Year	Boys NZE	Boys Maori	Boys Other	Girls NZE	Girls Maori	Girls Other	Total
Year 1	9	6	5	9	4	5	38
Year 2	15	1	4	6	3	5	34
Year 3	4	5	0	2	2	3	16
Year 4	7	2	9	16	4	6	44
Year 5	5	5	4	1	4	0	19
Year 6	2	2	1	6	1	0	12
Year 7	3	2	0	0	1	0	6
Year 8	1	8	0	6	1	0	16
TOTAL	46	31	23	46	20	19	185

Attendance:

Attendance has played a significant role in student achievement variance throughout 2021.

Years 1-3 saw significant attendance concerns. The late return of students post lockdowns, combined with regular unjustified absences illustrated patterns of parental concern and underlying anxiety of the

health and safety context facing whanau and caregivers . These patterns were not replicated from year 4 - 8

The below table outlines attendance % for year 1-3 year groups, including ethnicity and overall gender.

Year	Ethnicity	Unjustified Absence	Average %	average days off school
1	All	13.23 %	74.46%	50
	NZE	22.43	67.68	62.5
	M	6.75	83.33	32.5
2	All	12.95	79.13	40.5
	NZE	6.6	85.83	27
	M	21.37	71.10	55.5
3	All	13.10	78.83	40.5
	NZE	9.6	82.11	34.5
	M	35.8	56.79	83
Years 1-3	All	12.29	78.75	41
	NZE	10.21	81.84	
	M	20.00	71.88	
	Female	14.17	75.81	
	Male	10.28	81.89	

Patterns above include in some instances more than 12 weeks of missed schooling in foundational early years.

Ngunguru School Achievement Targets

Focus: Literacy - Writing

Analysis of Variance

Strategic Aim:

To raise student achievement in Writing and accelerate progress for students Below to meet curriculum expectation.

Annual Aim for 2021:

Curriculum Development - Writing - To have 85% of students operating at or above the 'Expected Curriculum Level' in writing.

Baseline

At the end of 2020 writing achievement data showed that 82 % of all students were achieving *at or above* the expected curriculum standards.

2020	%
Year 1	79%
Year 2	79%
Year 3	92%
Year 4	80%
Year 5	82%
Year 6	75%
Year 7	88%
Year 8	86%

Target 2021:

To raise the level of student achievement in writing:

- **By the end of 2021, 85% of all year groups will achieve *at or above* the Expected Curriculum Level.**

Actions:

- Whole school facilitated PLD - Write that Essay.
- Teacher 'in house' professional development in spelling and punctuation.
- Continuing development of 'across school' intervention model based on the ALL writing contract
 - Intervention remedial writing at 3 strategic levels within the school.
- PLD changes in class, team and school-wide practices
- Expectations from the leadership team required clear, explicit differentiation in planning for writing.
- Writing teacher inquiries to focus on the teaching of writing with WTE focus
- Teachers used modelling books to share the process of learning and clarify student understanding.
- Teachers formative feedback to students and discussions around success criteria to maintain progress.
- Student discourse and voice encouraged in all aspects of the writing process.
- Moderated Assessment and analysis of writing through e-asttle writing matrices.
- Intent to assess e-asttle with WTE impact
- Student's learning to identify and use evidence to assess writing.
- Maintaining on-going, critical conversations between teachers and between teachers and leaders (open to learn)
- Student engagement in writing surveyed - beginning and end of year.

Outcomes: End of year data from 2021 shows our annual target **was not met with 78.4 % of all students achieving at or above the Expected Levels. This represents a 6.6% deficit on our target of 85% and a 3.6% drop on 2020 achievement.**

Writing				
	At or Above			Cohort % Change
Year	2019	2020	2021	+/-
Year 1	78.0%	79%	77%	n/a
Year 2	96.0%	79%	74%	-5
Year 3	66.0%	92%	82%	+3
Year 4	88.0%	80%	76%	-16
Year 5	63.0%	82%	69%	-11
Year 6	86.0%	75%	93%	+11
Year 7	81.0%	88%	75%	0
Year 8	76.0%	86%	74%	-14

Reasons for the Variance:

- Aspirational target.
- Decrease in performance. 2nd covid disrupted year.
- High absenteeism.
- Increased anxiety, decreased emotional stability.
- Adaptions to new learning environment and related pedagogy. Year 2-3, 7-8 (moved into new Innovative Learning Environments)
- Time needed to embed collaborative teaching practice changes
- Covid reduced parental 'face to face' contact with staff - early years
- Students are less able to transfer writing capabilities across the curriculum. Very pleasing e-asttle results but not backed up in OTJs
- School cohorts
 - Year 1 -3 and Year 6 have significant lower academic cohorts - the further up the school the wider the academic gap becomes
 - low academic new entrant enrolments
- Year 6 academic cohort reduced in year 7 due to alternate Intermediate school choices by parents. (Academic loss x 5 students)
- Continued challenge with shifting surface features spelling and punctuation
- Increased movement from At to Above.
- Maintaining most levels due to: Target students benefiting from in class focus writing groups
- Better staff understanding of the writing curriculum at specific year levels
- Consistency in moderating expected standards
- Consolidated understanding of writing assessment tools
- Engagement with Write That Essay

Evaluation and plans for End of 2021:

Areas of strength

- 78.4% At or Above expectation
- 32.8% students Above Expected Levels for whole school (29.% 2020)
- Performance above regional and national expectation (on last MOE data)
- Very high student engagement results in e-asttle (75% plus)
- Significant shifts from 'at' - to 'above'
- Year 3 - 31% Above
- Year 4 - 49% Above
- Year 6 - 48% Above
- Year 7 - 38% Above
- Year 8 - 48% Above

- Strong Maori performance at multiple years

Year 6 –	11 students	<ul style="list-style-type: none"> ▪ 90% At or Above ▪ 36.4% Above
Year 4 –	9 students	<ul style="list-style-type: none"> ▪ 89% At or Above ▪ 66.% Above
Year 2 –	3 students	<ul style="list-style-type: none"> ▪ 100% At or Above ▪ 33.3% Above

Areas for improvement

We note a minimal 3.6 % decrease across the board from 2020

- Year 3 - 66% At or Above
- Year 5 - 35% Below
- Students Below (52) across all years
- Students Below in Year 8 (9) in Year 5 (8)

Maori

- o All Maori students Below: 29.9%
- o Year 1 - 33 % (4 students)
- o Year 3 - 40 % (2 students)
- o Year 5 - 36% (4 students)
- o Year 7 - 71% (5 students)
- o Year 6 - 55% (6 students)

Whole school Targets/Actions for Writing 2022

- Continue with 2021 implementation of whole school/Col writing PLD - 'Write that Essay'
- Purposeful integration of writing across the curriculum. Build from EarthEd model of integration.
- Retain HoD and lead team "Write that Essay" in-school teacher
 - o Share across COL expertise in writing (WTE)
 - o Share moderation of writing samples.
- In school 'Curriculum Support' staffing remedial and extension programmes implemented.
- Continue building leadership capability through leadership and staff pedagogy PLD in order to strengthen internal capacity for sustained professional learning – leaders planning and co-leading
- Maintain writing sub focus at staff meetings. Planned and systematic inclusion.
- Review and moderate use of e-asttle writing tool to enable better tracking and monitor student achievement and progress. Continue with this as a writing assessment.
- Review 'Write that Essay' assessment format, look to use this as well as

e-asttle in 2022

- Based on data all hubs develop target groups to promote accelerated shift in student learning to narrow the achievement gap with a result of having them move closer to meeting the expected curriculum level.
- Review use of student engagement initiative with focus groups to track acceleration
- Implement key competency intervention for identified year 1-2 students as needed

New Actions 2022

- Implement school structured literacy initiative - BSLA model Term 1-4 as per Curriculum Achievement plan. Target students identified for intervention at year 1-3
- Induct new staff into WTE
 - Continue to monitor progress and WTE impact on spelling and punctuation progress
- Early remedial meetings with parents of students of concern
- Build teacher knowledge of new 'Writers Scorecard' writing rubrics, process and progressions.
- Review; tool, marking, moderation of writing (term 3)

Strategic Aim:

To raise student achievement in Reading and accelerate progress for students Below to meet curriculum expectation

Annual Aim for 2021:

To have **85%** of all Students operating at or above the Expected Curriculum Level in Reading.

Baseline**Data 2019:**

At the end of 2020 Reading achievement data showed **87.0 %** of all students were achieving *at or above* expected curriculum levels.

2020	%
Year 1	69%
Year 2	78%
Year 3	81%
Year 4	89%
Year 5	89%
Year 6	95%
Year 7	92%
Year 8	100 %

Target 2021 :

To maintain/raise the level of student achievement in reading:

- **By the end of 2021, 85% of all year groups will achieve *at or above* the expected Curriculum Levels**

Actions:

- All remedial reading students identified
- In class and withdrawal reading support for all 'well below' students
- Staffing of reading recovery for 6 year olds achieving 'well below'
- Formative practice: Teachers feedback to students and discussions around success criteria to maintain progress
- Moderated assessment and analysis of reading through Probe, Star and PAT
- In-class target groups established
- Curriculum support teacher targeting reading in Jnr and Senior school

- Support programmes in early phonics - literacy
- PAST testing and support programmes - early literacy
- Linking, making connections of WTE (writing) to Reading

Outcomes: End of year data from 2021 shows the school did not meet our target with **77.6%** of all students achieving At or Above the Expected Levels. This represents a 7.4% drop on the set target. The below table illustrates cohort achievement by school year.

Reading				
	At or Above			Cohort % Change
Year	2019	2020	2021	+/-
1	66%	69%	50%	n/a
2	83%	78%	59%	-10
3	90%	81%	77%	-1
4	91%	89%	70%	-11
5	94%	89%	89%	0
6	86%	95%	97%	+8
7	100 %	92%	88%	-7
8	100%	100 %	86%	-6

Reasons for the Variance:

- Aspirational target.
- Decrease in performance. 2nd covid disrupted year.
- High absenteeism.
- Academic shift from level 2 to level 3
- Increased anxiety, decreased emotional stability.
- Parental engagement over covid
- No whole school 'Reading' focus.
- Continued teacher focus on Reading target students (Below and Well below)
- Consistency and effectiveness of reading teaching across the school has ensured stable and generally improving across years growth in same cohorts

- Whole school approach to 'target groups' and targeted interventions in 2017-20 and strong reading /writing links is seeing shifts in Well Below students
- Continuing pattern of low entry cohorts and early literacy issues
- Our reading interventions do not operate in year 1
- Social paradigm: Pre school entry and reduced oracy in new entrants

Evaluation and plans for End of 2021:

Areas of Strength

- 44.4% students reading Above EL (expected levels) across whole school.
- Strong performance across all year groups 3-8
- Years 8 - 85% At or Above. 63% Above
- Year 7 - 88% At or Above 54.1% Above
- Year 6 - 97% At or Above 66 % Above
- Year 5 - 89% At or Above 50% Above
- Year 4 - 42% Above
- Year 3 - 32% Above

Maori achievement

- 39% Maori students reading Above EL for whole school
- 85% Maori At or Above against 79% in 2018
- Year 8 - 57.1% Above
- Year 7 - 54 % Above. Higher Above than non- Maori.
- Year 6 - 98% At or Above . 67.1% Above. Higher Above than non- Maori.
- Year 5 - 90% At or Above. 50 % Above. Higher At or Above than non- Maori.
- Year 4 - 56% Above - Higher At or Above than non- Maori. (9 Students)
- Year 3 - 80% At or Above - Higher At or Above than non- Maori. (5 Students)
- Year 2 - 100% At orAbove - 67% Above Higher At or Above than non- Maori. (3 Students)

Areas for improvement

- All students Below expectation - (54 students)
- Year 1 - 50% below expectation (16 Students)
- Year 2 - 41% below expectation (11 Students)
- Year 4 - 30% below expectation (10 Students)
- There are no Well Below students in the school
- Achievement pattern for students shows similar disparity for gender as at 2019: At or Above, Male 85% (77% 2017), Female 90% (77% 2017), Below or Well Below, Male 14% v Female 6%

Maori achievement

- Maori students – 26.6 % Below (17 students) (32 % 2020)
 - Year 7 - 29% Below (2 students)

- Year 8 - 29% Below (2 students)

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Whole school Targets/Actions for Reading in 2022

- Increase teacher capacity through additional Curriculum Support staffing to support and extend below and gifted learners
- Accelerating Year 1 and 2 'below' and 'well below' as outlined
- Increasing support across the school for literacy-reading oral lang focus (teacher aide resourcing)
- Change of pedagogy to match Play Based learning to increase oracy
- Focus on shifting achievement for all students 'Below' to 'At'

Plans

- Develop curriculum support staffing for both Junior and Senior support
- Ensure funding for interventions at year 1-4
- Continue to develop whole staff "in class" capacity to accelerate student progress with a focus on identified target students. (via use of teacher inquiry and practice analysis as directed)
- LSC/Senco assist class teachers to build capacity and deliver support programmes -PAST
- Teachers continue to 'change practice' to allow for greater student engagement in learning - knowing where their learning is and where it needs to go
- Change in teaching practice linked to improved teacher effectiveness – building learning-focused relationships; clarity of learning; assessment literacy; promoting further learning; active reflection; clarity about next learning steps, deliberate acts of teaching (Absolum, 2006)
- Differentiated reading/classroom programmes a part of general classroom literacy practice
- Across subject application of collaborative inquiry into effectiveness of practice and learning programmes involving careful monitoring of student achievement progress in focus reading groups
- Teachers in Years 1-4 will use ongoing analysis of observational data to inform teaching practice related to specific student learning needs in decoding and reading behaviour
- Teachers in Years 5-8 will provide planned opportunities for scaffolded support so that all students can access and use a variety of texts appropriate to their curriculum level
- Teachers continue to base key instructional reading through using the 'guided reading' approach
- Keep the teacher inquiry focus on individuals that need scaffolding and

support (target group)

- Continue to use Literacy Online and MoE resources to inform content and pedagogical knowledge related to literacy
- Monitor school-wide reading teaching practices across the curriculum. (teacher observations) with a continued focus on knowledge teaching
- Explore increased literacy focus through CoL work with early childhood centres.

New Actions 2022

- Staff learning support teacher 2022
- Implement school structured literacy initiative - BSLA model Term 1-4 as per Curriculum Achievement plan. Target students identified for intervention at year 1-3 (3 teachers to be trained)
- Increased parental engagement with school post covid.
- Early preventative meetings with parents of students of concern
- Trial e-asttle reading with year 7&8 students.
- Refine Guided play learning in year 1 - oracy building
- Employ reading recovery teacher if possible 2nd half 2022
- Additional support for year 1- 3 years cohorts 2021 - t/aide employment

Strategic Aim:

To raise student achievement in Mathematics and accelerate progress for students Below to meet curriculum expectation

Annual Aim for 2021:

Curriculum improvement - To have 80% of students operating At or Above the 'Expected Curriculum Level' in Mathematics

Baseline Data 2020:

At the end of 2020 Maths achievement data showed **82.0%** of all students were achieving *at or above* National Standards.

2020	%
Year 1	83%
Year 2	83%
Year 3	76%
Year 4	74%
Year 5	86%
Year 6	75%
Year 7	83%
Year 8	87%

Targets 2021:

To maintain or raise the level of student achievement in Mathematics:

- By the end of 2021, 80% of all year groups will achieve *at or above* expected curriculum levels

Actions:

- Senior math teacher identified.
- Math intervention team identified (N'Alim at year 2, 4, 7/8)
- All teachers will complete data analysis to have a clear understanding of the needs of their class
- All 'at risk' math students identified
- Assessment and analysis of math data Gloss, Numpa, basic facts
- Target students are identified and supported in 'In-class' focus groups
- Target students will be identified for intervention at year 2, 4, 7 /8
- Tier 2 students will enter intervention and or support programmes
- In class and withdrawal math support for all Well Below students
- In class target groups – Well Below / Below for all classes
- Alim intervention model implemented
- School to run our N'ALim (accelerating math) achievement initiative
- Teachers review numeracy lesson and pedagogy
- Lead teachers to explore problem solving approach

Outcomes

End of year data from 2021 shows our target was not met at **75.7 %** of students 'At or Above' the expected curriculum levels. This represents a **4.3 % loss** on our school target in 2021 The below table illustrates cohort achievement by school year.

Maths				
Year	At or Above			Cohort % Change
	2019	2020	2021	+/-
1	89%	83%	84%	n/a
2	72%	83%	63%	-20
3	74%	76%	61%	-22
4	94%	74%	79%	+3
5	73%	86%	68%	-6
6	81%	75%	83%	-11
7	90%	83%	58%	-17
8	83%	87%	67%	-16

Reasons for the Variance:

- Aspirational target.
- Decrease in performance. 2nd covid disrupted year.
- High absenteeism.
- Academic shift from level 2 to level 3
- Increased anxiety, decreased emotional stability.
- Decreased parental engagement
- Literacy focus last 3 years
- Low academic new enrollments
- High numbers of 'special needs' in some cohorts
- Loss of more academic students at year 7
- Alim not run due to covid interruptions
- Senior school staffing changes

Evaluation and plans for End of 2022:

Areas of Strength

- 29% (31% 2020) achieving Above NS for whole school
 - Year 1 – 84% At or Above
 - Year 2 – 41% Above
 - Year 4 – 79% At or Above. 42 % Above
 - Year 6 – 45% Above
 - Year 8 – 37.5% Above
- Only 2 students Well Below expectation
- Maori performance
 - Year 6 – 82% At or Above. Higher than non-Maori norms
 - Year 6- 42% Above..
 - Year 2 - 66% Above (2 students)

Areas for improvement

- All below students
- 2 students 'Well Below' level expectation
- 57 students (21%) Below (49 Below in 2020)
- Year 2 - 42% Below, 5 students
- Year 3 - 36% Below, 8 students
- Year 5 - 32% Below, 8 students
- Year 7 - 42% Below, 10 students

Maori

- Maori 61% At or Above (73% in 2020)
- Strongest support required in following years:
 - Year 1 - 42 %, Below (37% 2020), 5 students
 - Year 2 - 86 % Below, 6 students
 - Year 3 - 40% Below, 2 students
 - Year 5 - 40% Below, 4 students
 - Year 7 - 86% Below, 6 students
 - Year 8 - 40% Below, 4 students

Plans

- Current Year 2 - 5 year groups of target students – lift progress and achievement to achieve expected levels by end of 2022
- Accelerated progress for groups of Target students in Year 2/3/4/7
- Review inclusive practice for Maori students - PLD (on going)
- Continue to maintain decrease in disparity between boys and girls- address issues student engagement (STEAM)
- Implement 3 tiered accelerated remedial math programme in

- term 3 with our N'Alim Model
- Establish 'Well Below/Below' student focus groups – all teachers
- Focus on new Maths pedagogy
- Embed Mathletics 'basic facts' focus

Whole school Targets/Actions for Maths in 2022

- Continue to develop leadership capability to lead change (continue current focus on use of practice analysis with leaders and teachers in Term 2-4), in order to raise student achievement
- Below student target focus to narrow the achievement gap.
- Increase teacher capacity through Curriculum Support staffing to support and extend below and gifted learners
- Fund Mathletics - online support resource for community (fonz 2022)
- ALim remedial maths at 3 strategic levels within the school Term 2 (TBC)
- Continued focus on changes in school-wide practice for accelerating remedial learners - (formative practice)
- Focus on shifting achievement for students Below expected – to move to 'At' category
- 2022-focus home learning programme to reflect basic facts 'knowledge focus (Mathletics also)
- Promote 'Maths in school' communications throughout year.
- Early preventative meetings with parents of students of concern

New Actions 2022

- Whole school PLD for Math 2022. External facilitation of new math pedagogy and programme.
- Math lead team and HOD appointed
- Teacher inquiries to focus on Maths in 2022
- Fund and resource strategic initiative
- Based on obs term 1-4 2022, instigate 'teacher inquiry' for target groups to promote accelerated shift in student learning.
- Math 'teacher inquiry' appraisal as formal growth cycle.
- Hold parental/whanau PIE evening to outline and inform community of new maths.
- Increased attendance focus

Successes

At Ngunguru School we are able to celebrate many successes in our children's learning. Many of our children achieve at a high level and of note is the progress in school wide Writing since 2012. We continue to receive favourable feedback from the schools attended after leaving Ngunguru, where our students continue to perform academically to high standards and are often chosen as leaders in their next schools.

In particular we want to acknowledge the success of our independent in-school ALLs and Alim modelled interventions and their impact in accelerating achievement. These programmes were unable to run in 2021 due to covid and staffing changes.

Summary Statement

Ngunguru is generally exceeding the achievement of the 2018 MOE national standards and regional achievement norms in all subjects. Of particular note is the strength of our year 7&8 results against national downward trends and also our school's Maori achievement, which is generally above both national and regional norms. While this data is no longer available it serves as a historic benchmark. The Board of Trustees notes its on-going concern for new entrant cohorts in the areas of literacy (particularly oracy), the impact of covid and student absences over 2021. These are signalled as on-going areas of focus for 2022 and beyond. We note also our inclusion in the Whangarei kahui Ako - group 1 will see across COL collaborative strategic foci of Well-Being, STEAM and Literacy (writing) continue into 2022.

In closing. Achievement data shows that there has been good levels of student academic success across 2 difficult years. However, the Board is aware of a downward trend in the 2021 data, particularly in foundational years 1-3 and in numeracy. The Board is cognisant that the on-going impact of covid on attendance, academic, social and emotional stability remain unknown quotients and difficult to measure. These considerations will be at the forefront of deliberations and planning as we head into 2022 and beyond.