

2023 Analysis of Variance

Goal 1: Curriculum & Pedagogy. Enabling each student to achieve their full potential by providing learning programmes that allow for the development of the whole child;

- Provide a broad range of programmes using the New Zealand Curriculum that allows for the development of the whole child including gifted, talented and children with special needs
- Monitor and improve performance of all students in literacy and numeracy with a specific focus on Māori and Pasifika student achievement and gender equity

Strategic Intentions	2023 Actions	Actual Outcomes / Future Actions
<p>1.1 Teaching and learning programmes will be innovative and responsive to student needs and the changing world. Differentiated programmes, based on current research and best practice, will provide tailored, specific and targeted support aimed at optimising student achievement (instructional capability)</p>	<ul style="list-style-type: none"> • [Curriculum] Specific curriculum vocabulary to be used • [Curriculum] Increase utilisation of recording lessons for the purpose of reflective practice for teachers and students. TT ongoing • Aotearoa Histories in the NZ Curriculum implementation Teachers ongoing 	<ul style="list-style-type: none"> • Generally this is beginning to occur. The term topic is still widely used instead of the learning area-e.g. Science. <i>Partially met.</i> • This has been implemented and is being used regularly. Reading has been the main focus this year. Met. • This is now embedded within the local curriculum. Met. <p><i>Future actions:</i></p> <ul style="list-style-type: none"> • <i>Terminology-make consistent across the teaching team the use of curricula titles. Remove the terms topic and inquiry from professional dialogue. Inquiry is a disposition and topic is a sub term.</i> • <i>Collate all recordings within Google suite.</i>
<p>1.2 On-going assessment that is robust, equitable for all learners and used in conjunction with moderation will inform practice and ensure all learners achieve the best they can. The progress of identified target learners and priority groups and effect of interventions will be regularly reviewed and teaching adapted as necessary (evaluative capability)</p>	<ul style="list-style-type: none"> • [PD/Assessment] Revisit Assessment For Learning at start of the year Whole staff TT • Shared assessment capability developed the school KVS <ul style="list-style-type: none"> ○ Assessment tool understanding ○ PAT ○ Probe etc • Review schedule set in school calendar TT/KVS • Identify needs and develop appropriate interventions TT • Ensure unit plans have clear learning intentions that are shared explicitly with students Teachers 	<ul style="list-style-type: none"> • Staff meeting revisiting Assessment for Learning held in Term 1 and reviewed during the year. Modeling carried out within classrooms, mainly by TT. Met. • Several workshops carried out with PAT and PROBE. KVS upskilled in analysis of these data collections. Met. • Assessment schedule set for 2024 to ensure we meet indicated changes. Met. • Careful assessment carried out at the end of 2022 and beginning of 2023 to identify underachieving students. Met. • Whilst the learning intentions are present within plans, more work is required around student agency. Partially met. • Not met

	<ul style="list-style-type: none"> ● Increase detail to Annual Overview TT/KVS ● IEP timetable developed TT & CT 	<ul style="list-style-type: none"> ● Met <p>Future actions:</p> <ul style="list-style-type: none"> ● <i>Assessment for learning protocols and assessment capabilities to be prioritised in 2024. Room 4 to set up as an exemplar prior to the start of the year.</i> ● <i>Annual overview to be amended to a four term overview with increased detail. Explicit outcomes included within each document.</i> ● <i>Terminate Ihugo planning tool.</i> ● <i>IEP and TA timetables developed prior to the beginning of the year.</i>
<p>1.3 Annual targets will be developed based on carefully analysed data, to effect and sustain improvement for all learners (evaluative capability)</p>	<ul style="list-style-type: none"> ● Reading will be prioritised as a whole school focus ● Confirm target students at the beginning of 2023 Staff ● Parents contacted CT ● Monitoring framework established TT ● Template linking targets to actions to outcomes monitored by principal and staff TT/CT 	<p>See below for the full report.</p>
<p>1.4 Resources (including human) and technologies that appropriately support all students, particularly those with differentiated learning needs will be sourced and used strategically (strategic capability)</p>	<ul style="list-style-type: none"> ● Resource areas centralised TT ● Maths text books purchased KVS ● Journal reading activities developed-years 4 to 6 ● Classroom routines set CT ● Use of TA time established & programmes developed ● Additional laptop made available to identified students (assistive technology) TT ● Advise parents when their children have Teacher Aide assistance, the nature of the programmes and updates on progress TT ● Applications for assistive technology TT 	<ul style="list-style-type: none"> ● Room 5 rearranged to hold maths and reading resources. Additionally, technology and science resources have been relocated with a view to making this a multi-purpose space. Music resources are grouped within the corner in a way that children are able to access easily. More work has been carried out within the Tech Room to make this more user friendly. Met. ● Maths texts were not purchased, however we were gifted a range of second hand books. Partially met. ● Reading activities developed during the year in Rooms 3 & 4. Met. ● TA timetables established. Parents kept informed. Met. ● Assistive technology not required. <p>Future actions:</p> <ul style="list-style-type: none"> ● <i>Purchase maths text books</i> ● <i>Establish consistent schoolwide & classroom routines</i>

<p>1.5 Share expertise and best practice through collaboration within, and beyond our own school setting, including personalised and/or whole school professional development (strategic capability)</p> <ul style="list-style-type: none"> • extending and enriching teaching and learning (adaptive capability) • increasing success for Maori and Pasifika learners and those learners with identified needs (equity & excellence) 	<ul style="list-style-type: none"> • Leadership development for Associate Principal TBC <ul style="list-style-type: none"> ○ Assessment tools - PAT, easTTle, PROBE ○ Curriculum leadership development ○ Assessment for Learning principles ○ Curriculum assessment task development 	<ul style="list-style-type: none"> • This was only partially successful due to the early resignation of KVS. <p>Future actions:</p> <ul style="list-style-type: none"> • <i>Leadership development for emerging leader's position. Initially this will be developing a deep understanding of literacy & numeracy progressions.</i>
<p>1.6 Student voice, as an integral part of teaching as inquiry, will develop further understanding of what and how learners learn (adaptive capability)</p>	<ul style="list-style-type: none"> • Student leadership structure and opportunities continued TT • Develop templates for capturing student voice KVS 	<ul style="list-style-type: none"> • A range of initiatives completed. Met. • School vision map used to capture student voice, Met. <p>Future actions:</p> <ul style="list-style-type: none"> • <i>Long term plan evaluation carried out as a senior class</i>
<p>1.7 Learners will be supported in their transitions from the early childhood setting through to Intermediate & college (adaptive capability)</p>	<ul style="list-style-type: none"> • 4 year old Friday supported by senior students BHS • Big buddy system? KVS • Continue to refine enrolment process and establish online features TT/CL • Develop wide networks to ensure new people to the area pre enrol prior to August of the previous year TT/BOT 	<ul style="list-style-type: none"> • Met. • Each term we cross grouped within other learning areas. Met. • Met. • Ongoing-partially met. <p>Future actions:</p> <ul style="list-style-type: none"> • <i>Establish a relationship with Mahurangi College. Visit early term 1 and speak with students about their gaps.</i>
<p>1.8 Students will develop an understanding of computer science principles that underlie all digital technologies. The learning of programming concepts will empower learners to move beyond the use of technologies, towards creators of digital technology, (Computational Thinking for Digital Technologies).</p>	<ul style="list-style-type: none"> • Purchase additional devices (CAPEX) BOT • Establish ICT class protocols as part of class set up STAFF 	<ul style="list-style-type: none"> • Met. • Met., but revisit annually. <p>Future actions:</p> <ul style="list-style-type: none"> • <i>Purchase at least ten new chrome books</i> • <i>Repeat ICT class protocols</i> • <i>Confirm screen time protocols at school</i>

Technology use is ubiquitous, virtual, accessible and equitable, enhancing authentic, co-constructed learning within and beyond the school community and our school

Variance Summary

Goal 1: Curriculum & Pedagogy. Enabling each student to achieve their full potential by providing learning programmes that allow for the development of the whole child;

- Provide a broad range of programmes using the New Zealand Curriculum that allows for the development of the whole child including gifted, talented and children with special needs
- Monitor and improve performance of all students in literacy and numeracy with a specific focus on Māori and Pasifika student achievement and gender equity

The actions within this section were developed to ensure that we raised student achievement, as well as expectation.

Despite more staffing changes during the year, anecdotal evidence indicates there is a positive shift in the feel of the school. Reading was this year's focus and each of these actions should, in some way, have an impact. Interim reading data indicates very good reading progress. The specific actions within the Reading Action Plan can be attributed to that success:

- Reading mileage challenge
- Guided teaching of understanding and dealing with phrasing
- Guided reading of comprehension strategies
- Providing follow up activities which directly support children to embed habits and skills
- Teacher sharing of [follow up activities](#)
- Provide a dedicated library
- Invite school community to utilise the library
- All teachers reading to students
- Principal reading each day to the whole school
- Reorganise reading resources to ensure easy access
- Promote and reward avid readers
- Monitor independent book selection, reading mileage and reading regularity
- Principal to communicate with the school community what we are doing

Goal 2: Providing a safe, supportive and enjoyable environment;

- Provide and maintain environments that encourage learning and development for all children
- Promote and actively encourage physical activity

Strategic Intentions	Actions	Actual Outcomes
<p>2.1 To provide a physically safe and aesthetically pleasing sustainable environment for students, staff & community that encourages learning and achievement and maintains health & safety procedures</p>	<ul style="list-style-type: none"> • Reorganise physical spaces to maximise teaching and learning opportunities as well as cater for resource/admin spaces TT/CL/BOT • Outdoor learning spaces further developed BOT • Provide regular opportunity for students to add to the vision map TT 	<ul style="list-style-type: none"> • Library space added in addition to previously mentioned changes. Met. • Swimming pool changing rooms refurbished inside and out. Met. • Not met. • Vision map consultation with the students each term. Met. <p><i>Future actions:</i></p> <ul style="list-style-type: none"> • <i>Toilets connected!</i> • <i>Additional outdoor spaces:</i> <ul style="list-style-type: none"> ○ <i>Garden preparation area</i> ○ <i>Hard surface area by garden shed</i> ○ <i>Tech room modifications</i> ○ <i>Increased planting areas</i> • <i>Vision map permanently sited</i>
<p>2.2 To provide an emotionally safe environment for students, staff and community that encourages learning and achievement</p>	<ul style="list-style-type: none"> • Regular communication by Principal to the community to build a picture (physical newsletter?) TT • Broadcast? TT • Develop a sensory room/ area TT • 5YA Initiation BOT 	<ul style="list-style-type: none"> • 4 newsletters each term and one during the holidays. Met. • Teachers provide a broadcast several times a term. Met. • Sensory areas incorporated within each classroom. Met. • 5YA plan developed, scoped and approved by the MOE. Met. <p><i>Future actions:</i></p> <ul style="list-style-type: none"> • <i>Consult on regularity of information</i>
<p>2.3 Give priority to regular quality physical activity that develops movement skills</p>	<ul style="list-style-type: none"> • Promote local sport clubs • Participate in cluster sporting events • Kiwi Sport Funding used to subsidise Footsteps? • Wheels day on the driveway? <p>TT and Staff</p>	<ul style="list-style-type: none"> • Met. • Swimming, Football, Cross country, Athletics achievement. We increased the amount of students who won individually. Our football team won their competition and we had more students selected for the next level of competition. Met. • Met. • We introduced a wheels' Wednesday which has proved very popular. Met. <p><i>Future actions:</i></p> <ul style="list-style-type: none"> • <i>Permanent promotion of local clubs in our newsletter</i> • <i>Visits by clubs to the school prior to registration time</i>
<p>2.4 Provide programmes that encourage sustainability, healthy eating, nutrition and living</p>	<ul style="list-style-type: none"> • Explore the possibility of after school care programme BOT 	<ul style="list-style-type: none"> • Initially we had an interested party but they later pulled out after their circumstances changed. Not met.

Variance Summary

Goal 2: Providing a safe, supportive and enjoyable environment;

- Provide and maintain environments that encourage learning and development for all children
- Promote and actively encourage physical activity

This goal sets out to provide both environmental and physical conditions to facilitate social and emotional growth. Correct and careful use of space has a positive impact on these constructs.

A notable variance this year was the success we experienced during Inter School events. We improved our preparation for these events-particularly the cross country training. We identified strong runners and trained them with a different route which matched the conditions they would face.

We continued to reshape several spaces to allow for more innovative activity as well as ‘fit for purpose’ administration spaces. These were:

- Office Manager and principal moved to Room 1
- Junior class moved to Room 2 increasing their teaching and learning space to 100m2. This allowed the classroom to be configured for a wide range of hands on activities
- Room 4 reconfigured with furniture to create learning zones and break away areas
- Room 5 developed as a multi purpose room
- School Library created
- Tech Room set up to provide better cooking facilities
- Swimming pool facilities improved

In addition, we have utilised the community hall more this year. This included modifying the stage and creating an end of year production.

Goal 3: Developing meaningful and effective relationships with our community;

- Provide opportunities for families/whanau to be engaged with the school and involved in the learning of their child

Strategic Intentions	Actions	Actual Outcomes
3.1 Provide a wide range of opportunities for parents/whanau to support student learning and be actively involved in the life of the school	<ul style="list-style-type: none"> • Initiate School Docs • Community events calendarised • PTFA promotion • Consult with community on ways they can be engaged in the school • Develop online resources accessible by parents and students offsite • Regular educational updates/articles within newsletter <p>TT</p>	<ul style="list-style-type: none"> • School docs implemented. Staff and Board have access, Met. • The following events have occurred. Met: <ul style="list-style-type: none"> ○ School swim sports ○ School cross country ○ Interschool cross country fundraiser ○ School disco ○ Ag Day ○ Christmas market ○ School production • PTFA formed-very successful and engaged group who have provided \$5000 to the school as well as creating several very good events. Met. • Consultation action met.

		<ul style="list-style-type: none"> ● Online resources developed. Partially met. ● Newsletter etc. Partially met. <p>Future actions:</p> <ul style="list-style-type: none"> ● <i>Online resources included as a link to website</i>
3.2 Develop meaningful and personal relationships with Maori learners and their whanau	<ul style="list-style-type: none"> ● Consult local kaumatua, marae and schools on effective relationship building models TT 	<ul style="list-style-type: none"> ● Hui at Te Aroha Pā Marae in February to establish a relationship. Met. ● Visit arranged, to learn tikanga etc. Met. <p>Future actions:</p> <ul style="list-style-type: none"> ● <i>Start of year event day</i> ● <i>Sports day at the Marae - athletics</i> ● <i>Regular visits by others including kaumatua</i>
3.3 Parents will be kept well informed about their child's progress	<ul style="list-style-type: none"> ● Restructure reporting process TT/BOT/Staff ● Exemplars of appropriate reading, writing & maths attainment provided TT 	<ul style="list-style-type: none"> ● Mid term and end of year reports completed and included within our student management system. Met. ● Exemplars developed. Partially met. <p>Future actions:</p> <ul style="list-style-type: none"> ● <i>Develop maths exemplars</i> ● <i>Redo the reading videos with our own students</i>
3.4 Community voice will be gathered and included within consultation of relevant matters	<ul style="list-style-type: none"> ● Follow up comms with hard to reach parents TT ● Provide the right elements & forum for quality engagement Staff ● Participation survey, online webinar TT ● Curriculum evenings TT 	<ul style="list-style-type: none"> ● With the exception of curriculum evenings all actions met. <p>Future actions:</p> <ul style="list-style-type: none"> ● <i>Curriculum evenings-particularly with respect to the refresh</i> ● <i>Online surveys prior to Term 1</i>
3.5 Develop learning focused relationships with parents & whānau with a focus on shared aspirations and high expectations for all	<ul style="list-style-type: none"> ● Noticing parents/whanau that engagement is low and actively seek to make those connections Staff ● Annual cycle of information evenings TT ● Create a parent support/information page within school website resources TT 	<ul style="list-style-type: none"> ● Follow up communications with some parents to ensure they stay connected. In the main this has been done by phone. Met. ● Information evenings. Not met. ● Parent support/information. Partially met. <p>Future actions:</p> <ul style="list-style-type: none"> ● <i>Support page on website</i>

Variance Summary

Goal 3: Developing meaningful and effective relationships with our community;

- Provide opportunities for families/whanau to be engaged with the school and involved in the learning of their child

The actions within this goal have largely been well met.

The main variance this year has been the development of the PTFA. They have become an extremely effective team who have provided a variety of support in different areas. This group is helping to create a strong school community. A new reporting process also has provided a more informative delivery of achievement.

End of year Reading Review

Reading was our priority for 2023. This area was decided upon based on analysis and evaluation of assessment information gathered during 2022.

Reading must be the highest priority for primary schools. The ability to read confidently and competently enables students to access all other areas of learning. Therefore, developing a strong reading culture within a school is a fundamental action when trying to raise achievement.

Baseline data was gathered using the following tools and methods:

- Progressive Achievement Tests ([PATs](#))
- [PROBE](#) Reading Assessment Kit
- Running Records
- Six Year net
- Video
- Teacher judgment and observation

The following was established from PAT & subsequent PROBE:

- 68% of our year 4 to 8 students sit in the *Average* band, higher than the national norm of 54%
- 22% of the students sit within the *Above Average* band, also higher than the national norm of 19%.

This tells us that 34/37 (90%) of the students within the assessed cohort are meeting the demands of the reading curriculum to varying degrees. However, it is prudent that we err on the side of caution with those students in stanine 4. It is safer to treat 27/37 (73%) as coping with the demands of the curriculum and monitor the others carefully.

Therefore, our professional development and intervention plans were developed with three groups in mind:

- Group 1. The large group identified within the *Average* band

- Group 2. Year 3 & 4 students with very low reading ability See [Time 1 & Time 2 videos](#)
- Group 3. 6 year old students who will be picked up by the [Reading Recovery programme](#)

We identified a range of deliberate actions from evidence based practice

Actions Initiated Based on This Framework:

- Promote and reward avid readers
- Monitor independent book selection, reading mileage and reading regularity
- Develop a wide range of independent follow up reading activities that ensure students are practicing taught skills
- All teachers reading to students
- Principal reading each day to the whole school
- Reorganise reading resources to ensure easy access
- Provide a dedicated library
- Invite school community to utilise the library
- Principal to communicate with the school community what we are doing

Actions initiated for the three groups:

Group 1: This large group essentially constitutes our classroom teaching programme with a specific focus on years' 4 - 6. There are several essential habits we need to form throughout the process of reading in order for children to confidently comprehend a variety of texts. This includes 'automaticity' and 'return to text'. This is where students automatically identify individual words and increase the speed with which they do this. As they progress, this transfers to sentences and longer phrases. Return to text is an essential habit, particularly in terms of study skills and then ultimately workplace competence.

Therefore, the following deliberate actions were initiated:

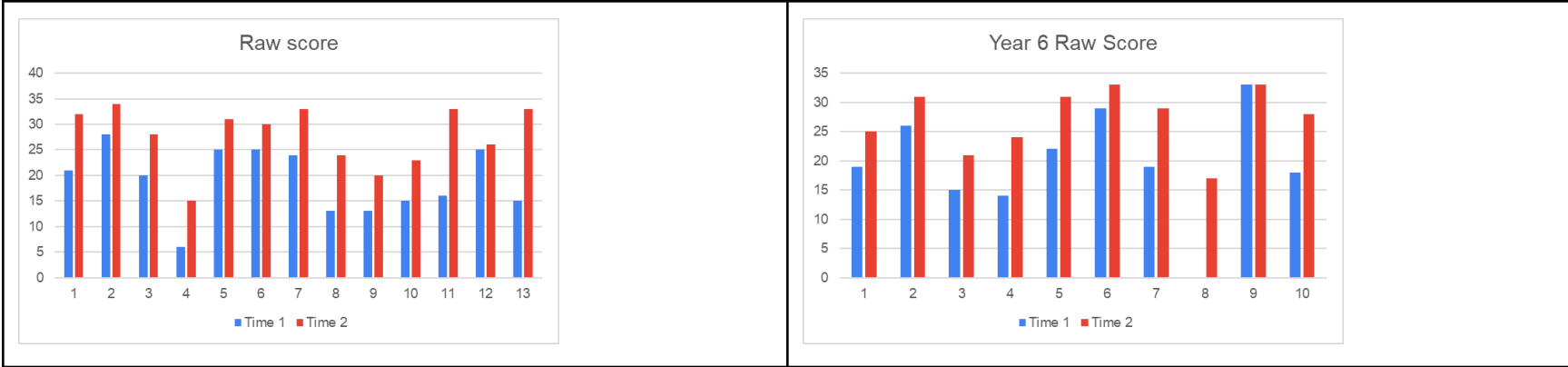
- Reading mileage challenge
- Guided teaching of understanding and dealing with phrasing
- Guided reading of comprehension strategies
- Providing follow up activities which directly support children to embed habits and skills
- Teacher sharing of [follow up activities](#)

Progressive Achievement Tests, PROBE and recorded independent reading were used to measure progress.

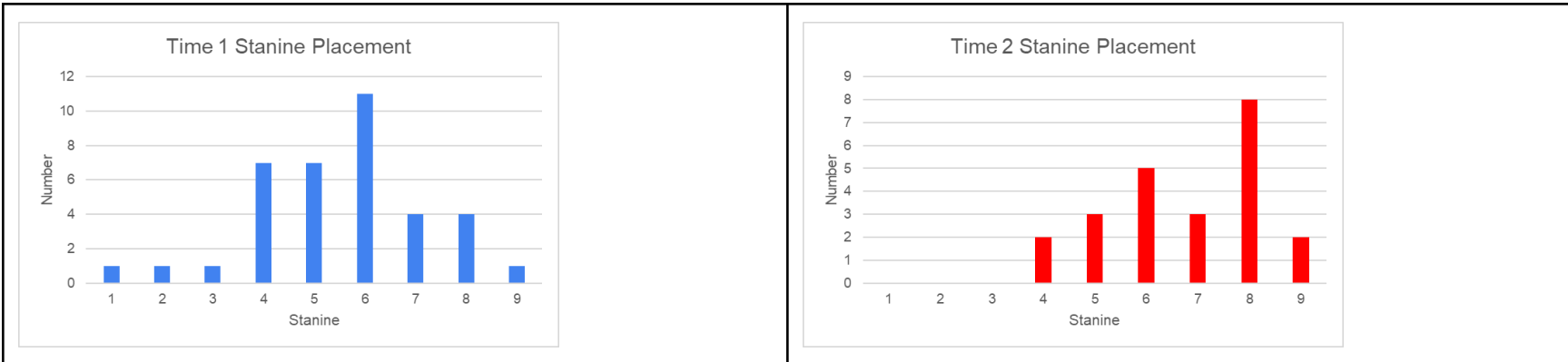
The following tables and charts are broken into two sets - Year 5 & Year 6. We have one year 7 and one year 8 student and they are included within the Year 6 data. The first table shows raw score comparison and the next shows all senior students' stanine scores in time 1 and 2. The final image combines the two data sets to indicate the movement towards the right in terms of a bell curve; this indicates positive achievement including several cases of accelerated progress. Accelerated progress is that which exceeds one calendar year.

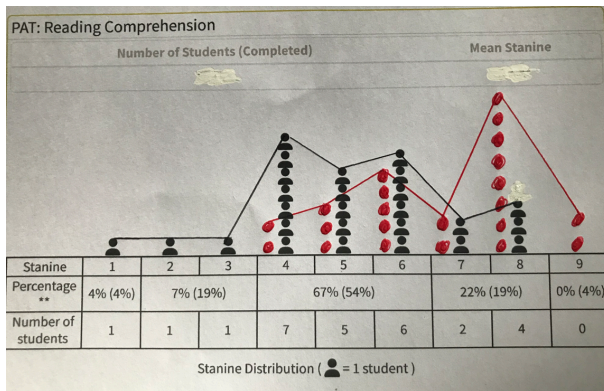
Year 5 Data

Year 6 Data



All Students





Movement

Time 1

- 67% of our year 5 to 8 students sit in the *Average* band, higher than the national norm of 54%
- 22% of the students sit within the *Above Average* band, also higher than the national norm of 19%.

Time 2

- 45% of our year 5 to 8 students sit in the *Average* band, lower than the national norm of 54%
- 55% of the students sit within the *Above Average* or *Superior* band, also higher than the national norms.

Group 2: Claire and our teacher aides have been working with five Year 3 & 4 students. These students are reading below their age, or are at risk of not making adequate progress. From the start of Term 3, she has been using Ministry provided readers that follow a scope and sequence of letter sounds i.e. phonics*. She has identified through assessment how far along the scope and sequence each student needs to start and then incorporating this into her planning.

The teacher aides have been supporting this with repeated reading type activities, and the classroom reading material is being monitored carefully by the teacher.

The progress for these students is best observed by watching the curated [videos](#) which captures time 1 & 2.

Actual reading results to be added here

Group 3: Reading Recovery

From Term 1 through to Term 3:

G (7) has progressed from reading age 5 - 5 ½ to 6 ½ - 7

T (7) has progressed from reading age 5 - 5 ½ to 6 - 6 ½ (near 6 ½ - 7)

Over 3 months:

B (aged 6 ½) has progressed from reading age 5 to 5 ½

L (aged 6 ½) has progressed from reading age 5 to 5 ½

C (aged 6 ½) has progressed from reading age 5 to 5 ½

Through to the end of Term 4:

B (now aged 7 years 1 month) has progressed to reading age 6 to 6 ½

L (now aged 6 years 10 months) has progressed to reading age 5 ½ to 6

C (now aged 6 years 11 months) has progressed to reading 5 ½ to 6 (near 6 - 6 ½)

Commentary:

The overall results of this review are positive. Evidence indicates that all students from year 3 to 8 have progressed at appropriate rates or better. Our teaching staff have responded well to the actions we mapped out for improvement. This is pleasing because when you have students who have been at school for 3 years who are not reading properly, the task can appear daunting.

When considering which actions had the most impact, there are common themes which appear across successful schools. As a staff we reviewed these in a research based approach prior to the teaching year and grouped them in this way:

- Teachers deeply understanding the reading progressions (professional capability)
- All adults promoting reading as a pleasurable and important life skill (role modeling)
- Deliberately teaching the correct skills at the right time (Pedagogical capability)

We are fortunate that many of the conditions children require to thrive in are present. Our parents are engaged with their children's learning and we must maximise this.

Moving forward it is essential that as a teaching staff, we fully understand the essential elements that produce above average readers. Successes and new initiatives from 2023 must be business as usual next year, and beyond. The lead learner in each of our classrooms is the teacher.

