

Whakamaru School



Analysis of Variance 2019 Review 2020 Annual Plan

Curriculum Targets – Writing 2020

TARGET: to raise student achievement to 80% reaching the NZ Curriculum level and continue to close the gap between male and female achievement. To aim for at least 75% of males & 80% of our senior students achieving at or working beyond their appropriate NZ Curriculum level. (Refer School Assessment Guidelines Booklet)

Assessment tool – NZ Writing Progressions, Essential words spelling (year 1-3), PAT - Punctuation & Grammar test (year 4-8), Junior 6yr Net, Teacher judgment, whole staff term moderated discussions, twice termly updates on Achievement boards, Class work, ongoing formative assessment, Circle groups & niggler students review.

STRATEGY:

1. Create our own school **“Writing progressions”** that are simple, specific and will link to our “Direct Acts of Teaching” as well as help students set individual goals - next level and next steps to achieve with.
2. Link and cover learning progressions for writing with **“Learning & teaching through play”**
3. Develop teacher pedagogy with PD through our CoL with **“Write that Essay” & Oral language”** sessions.
4. Identify of concern and niggler students (Target students) from circle groups and use the **“Universal Design for Learning”** model to help create programmes to suit students need.

PERSONNEL:

Literacy Leaders
Classroom teachers
CoL - Across the School
Teachers.
Learning Support /RTLB

BUDGET CODE:

Literacy

BUDGET:

\$1500 Literacy
\$500 PD

BACKGROUND DATA:

This area is still a concern and we have to find ways to improve writing. We believe real life experiences. Teaching and learning through play will help us achieve a higher level. Creating consistency in our writing assessment is a key to improving student achievement by identifying “Direct Acts of teaching”. We have seen a marked difference in how we teach and involve writing in our class programme, through our involvement in Write that Essay with the Taupo CoL. Increasing boys interest into writing has been a major focus for 2019 and improving the cohort of Year 4 & 5s in 2019. Both these year groups have seen a huge shift in writing with year 4 reaching - 71% and year 5 - 82% reaching the expected. Creating whole school progressions for our students to look at and identify their own goals is an area we believe will improve achievement levels, clarity over next steps for our students is vital..

Previous year PERFORMANCE:

OUTCOME – END OF 2018

65% of our students (59/90) are working at or above their recommended NZ Curriculum level.

After 0- 1 year	15/15	(100%)
After 2 years	14/17	(82%)
After 3 years	5/14	(35%)
Year 4	4/9	(44%)
Year 5	8/11	(72%)
Year 6	6/10	(60%)
Year 7	4/7	(57%)
Year 8	3/6	(50%)

REASONS AND EVALUATION:

From last year our data has stayed steady overall with 65% of our students writing at or beyond their recommended NZ Curriculum level. Of the 35% (29) not reaching their curriculum level, 23% (21) are Maori and 20% (18) are boys. Of concern are our **Year 3 students 9/14(64%) are not reaching their recommended curriculum level.**

CURRENT PERFORMANCE:

OUTCOME – END OF 2019

63% of our students (63/102) are working at or above their recommended NZ Curriculum level

Year level	Number per year	Ethic group working at expected
After 0- 1 year	11/11 (100%)	European 12/21
After 2 years	12/12 (100%)	Maori 34/61
After 3 years	8/17 (47%)	Other 11/19
Year 4	5/16 (32%)	Genderc group working at expected
Year 5	7/11 (63%)	Male 22/50
Year 6	11/15 (73%)	Females 40/52
Year 7	7/13 (54%)	
Year 8	4/9 (44%)	

REASONS AND EVALUATION:

Raw data of our 81 students for the whole year 2019 shows that at the beginning of the year 45% or 36/81 students were writing at the expected curriculum level but that increased to 65% or 53/81 by the end of the year a move of 20%. Current school numbers of 102 show 63 are working at expected or beyond their curriculum level. 39 students are working below their curriculum level with 26 Maori, 8 European, 5 others and of this 28 males & 11 females.

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Literacy – Writing - Actions to Achieve Targets - Actions to achieve targets. 2020	Led by:	Timeframe
<p><u>Progressions led by all teachers</u> By Week 5 Term 2, progressions for Curriculum levels 1 and 2 will be created and displayed in all classes (there will be consistency either visually or through language across the whole school).</p>	Leanda supported by all teachers	Week 5 Term 2
By Week 10 Term 2, progressions for Curriculum levels 1 and 2 will be created and displayed in all classes (there will be consistency either visually or through language across the whole school).	Leanda supported by all teachers	Week 10 Term 2,
<p><u>Moderation led by all teachers</u> Teachers will moderate writing samples on a rotational basis (every 6 weeks).</p>	Leanda supported by all teachers	Week 6 termly
APPLIES TO READING, WRITING AND MATHS		
Provide a classroom environment that caters to the student’s learning needs using UDL strategies.	Led by RTLB.	By the end of 2020.
By the end of Term 1, 2020, develop a user friendly learning story template and tracker for reading, writing and maths, that provides the required information.	This to be led by all teachers.	By the end of Term 1,
Use observations and learning stories to make links to the curriculum.	Led by Whole staff.	By the end of Term 2.
By the end of each term 2 in 2020, each student will have one learning story linked to Reading, Writing and Maths progress.	Led by Whole staff.	By the end of Term 2.

Curriculum Targets – Reading 2020

TARGET: At least 80% of students achieve to the appropriate level according to the New Zealand Curriculum (Refer School Assessment Guidelines booklet)

To focus on our Year 4, 5 & 8 students with an aim to have 80% at or above their curriculum level.

Assessment Tools: Running Records, PROBE, PAT Comprehensions and Vocabulary (Year 4-8), KLST, Junior 6yr Net, Essential words spelling (year 1-3), Junior 6yr Net, Teacher judgment, twice termly updates on Achievement boards, Class work, Quick 60 review, ongoing formative assessment, Circle groups & niggler students review.

STRATEGY:

1. Create our own school “**Reading progressions**” that are simple, specific and will link to our “Direct Acts of Teaching” as well as help students set individual goals - next level and next steps to achieve with.
2. Link and cover learning progressions for reading with “**Learning & teaching through play**”
3. Consistent use of the “**Quick 60 programme**” for our targeted students - learning and ESOL targeted students.
4. Identify of concern and niggler students (Target students) from circle groups and use the “**Universal Design for Learning**” model to help create programmes to suit students need.

PERSONNEL:

Literacy Leaders
Classroom teachers
CoL - Across the School Teachers.
Learning Support /RTLB

BUDGET CODE:

Literacy
BUDGET:
\$1500 Literacy
\$500 PD

BACKGROUND DATA:

There has been real progress from previous year data at or working beyond their curriculum level where we have made accelerated improvement of 20% this is due to the more effective use of the Quick 60 programme.

Through our changing school pedagogy integration of our Inquiry (Kath Murdoch) and Learning through Play philosophy we will create authentic opportunities to improve reading, especially in our juniors.

We also need to target our Year 4-5 boys in 2020 with an aim of having 80% of them achieving at or above their recommended reading level by the end of the year.

Creating whole school progressions for our students to look at and identify their own goals is an area we will be looking to implement throughout the whole school.

Previous year 2018 PERFORMANCE:

OUTCOME – END OF 2018 - 70% of our students (62/90) are working at or beyond their their recommended NZ Curriculum level.

After 1 year	7/15 (47%)
After 2 years	8/17 (47%)
After 3 years	11/14 (79%)
Year 4	6/9 (67%)
Year 5	10/11 (91%)
Year 6	9/11 (81%)
Year 7	5/7 (72%)
Year 8	6/6 (100%)

REASONS AND EVALUATION: We have continued to stay stable with our data although we have improved by 5% overall school wide this year in Reading.

There has been an improvement in each year, with 2017 year 6s sitting at 40% to improve in 2018 to 72%. 31/49 boys reaching the required curriculum level and 18 boys (20% of all students) needing support. 18/59 (30%) Maori have not reached their recommended level of rereading achievement in 2018. The introduction of the “Quick 60 programme” has helped lift students' level of reading overall. 18/28 students not reaching their curriculum level are Maori and 18/28 are boys.

Current PERFORMANCE:

OUTCOME – END OF 2019

80% of our students (82/102) are working at or beyond their recommended NZ Curriculum level.

After 1 year	11/11 (100%)	Ethnic group working at expected
After 2 years	12/12 (100%)	
After 3 years	13/17 (76%)	
Year 4	10/14 (75%)	European 19/21
Year 5	9/11 (82%)	Maori 46/61
Year 6	13/15 (85%)	Other 16/19
Year 7	10/13 (75%)	Gender group working at expected
Year 8	4/9 (44%)	Male 35/50
		Females 47/52

REASONS AND EVALUATION:

Raw data of our 81 students for the whole year 2019 shows that at the beginning of the year 61% or 49/81 students were reading at the expected curriculum level but that increased to 84% or 68/81 by the end of the year a move of 23%. Current school numbers of 102 show 20 students are still working below the expected writing levels however 82 are working at expected or beyond their curriculum level. 20 students are working below their curriculum level. 15 Maori, 2 European, 3 others and of this 15 males & 5 females

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Literacy – Reading - Actions to Achieve Targets - Actions to achieve target - 2020.	Led by:	Timeframe
<p>The Quick 60 programme will be run for target students. Led by RTLB. By the end of Term 1, 2020.</p> <p>Review Reading progressions as a staff to develop simple specific goals that can be used directly in planning and group WALTs.</p>	Keriana supported by all teaching staff.	By the end of Term 3, 2020.
Reading progressions will be reviewed for consistency of language across the whole school.	Keriana supported by all teaching staff.	By the end of Term 3.
APPLIES TO READING, WRITING AND MATHS		
Provide a classroom environment that caters to the student’s learning needs using UDL strategies.	Led by RTLB.	By the end of 2020.
By the end of Term 1, 2020, develop a user friendly learning story template and tracker for reading, writing and maths, that provides the required information.	This to be led by all teachers.	By the end of Term 1,
Use observations and learning stories to make links to the curriculum.	Led by Whole staff.	By the end of Term 2.
By the end of each term 2 in 2020, each student will have one learning story linked to Reading, Writing and Maths progress.	Led by Whole staff.	By the end of Term 2.

Curriculum Targets – Numeracy 2020

TARGET: Numeracy – At least 80% of students will be achieving at the appropriate level according to New Zealand curriculum (Refer School Assessment Guidelines Booklet).

To focus on Years 5 and 8. At these Year groups we aim to have over 80% at or above. Develop a boys programme.

Assessment tools: PAT Maths for Y4-8, Gloss,JAM, On-going Formative Assessment and OTJ's, Junior 6yr Net, Teacher judgment, twice termly updates on Achievement boards, Class work, ongoing formative assessment, Circle groups & niggle students review. .

STRATEGY:

1. Create our own school **“Mathematics progressions”** that are simple, specific and will link to our “Direct Acts of Teaching” as well as help students set individual goals - next level and next steps to achieve with.
2. Link and cover learning progressions for writing with **“Learning & teaching through play”**
3. Develop teacher pedagogy by utilizing staff strengths in numeracy to develop confidence.
4. Identify of concern and niggle students (Target students) from circle groups and use the **“Universal Design for Learning”** model to help create programmes to suit students need.

PERSONNEL:
Literacy Leaders
Classroom teachers

BUDGET CODE:
Numeracy

BUDGET:
\$1000 Numeracy
\$500 PD

BACKGROUND DATA:

Our background data shows we are not far away from our targeted level in most years. We have implemented activities throughout Maths Week 2019, these activities went home and helped to engage whanau in maths.

Through the identification of our targeted students in our circles, teachers have provided opportunities for the students to increase their understanding of large numbers up to 1000 and part/whole numbers (fractions & decimals)

Creating whole school progressions for our students to look at and identify their own goals is an area we will be looking to implement throughout the whole school.

CURRENT PERFORMANCE:

END OF 2017

OUTCOME – END OF 2018 - 72% of our students (63/90) are working at or beyond their their recommended NZ Curriculum level.

After 1 year	15/15	(100%)
After 2 years	9/17	(53%)
After 3 years	7/14	(50%)
Year 4	7/9	(78%)
Year 5	8/10	(80%)
Year 6	9/11	(82%)
Year 7	4/7	(57%)
Year 8	4/6	(67%)

REASONS AND EVALUATION:

Over the past few years there has been an increase in achievement levels although we have seen a 10% drop overall, this year. 26/90 (28%) students are not reaching their expected curriculum level. 14/28 are Maori and 16/28 are boys. The largest concern are the Year 2's & 3's and Year 7s. These areas of maths that students tend to struggle are moving from add/sub with the Year 2 & 3's to large numbers to 1000 and the Year 7's moving to part whole numbers.

Current PERFORMANCE:

OUTCOME – END OF 2019

84% of our students (86/102) are working at or beyond their recommended NZ Curriculum level.

After 1 year	11/11	(100%)	Ethic group working at expected
After 2 years	12/12	(100%)	
After 3 years	17/17	(100%)	
Year 4	11/16	(69%)	European 19/21
Year 5	9/11	(82%)	Maori 46/61
Year 6	12/15	(86%)	Other 16/19
Year 7	9/13	(67%)	Genderc group working at expected
Year 8	5/9	(60%)	Male 37/50
			Females 48/52

REASONS AND EVALUATION:

Raw data of our 81 students for the whole year 2019 shows that at the beginning of the year 68% or 56/81 students were reading at the expected curriculum level but that increased to 85% or 70/81 by the end of the year a move of 17%. Current school numbers of 102 show 18 students are still working below the expected writing levels however 84 are working at expected or beyond their curriculum level. Of the 18 working below their curriculum level. 12 Maori, 3 European, 3 others and of this 13 males & 5 females.

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Mathematics - Actions to Achieve Targets - Actions to achieve target - 2020.	Led by:	Timeframe
Stages 1,2, 3 and 4 progressions will be created and displayed in all classes (there will be consistency either visually or through language across the whole school).	Lianne supported by teaching staff.	By Wk 5 Term 1.
Stages 5,6,7 and 8 progressions will be created and displayed in all classes (there will be consistency either visually or through language across the whole school).	Lianne supported by teaching staff.	By Wk 10 Term 1.
Online PAT maths tests will be administered and the ARB resources utilised to address individual student gaps.	Lianne supported by senior syndicate	End of Week 5 - Term 1.
Provide a classroom environment that caters to the student's learning needs using UDL strategies.	Led by RTLB.	By the end of 2020.
Use observations and learning stories to make links to maths. Led by each classroom teacher.	All teachers	Completed 1 for each student per term.
MATHS - Term 2 Numeracy Curriculum Leader to share an activity/resource in a staff meeting.	Lianne.	End of Term 2
MATHS - Term 3 Curriculum Leader to organise Maths week activities and ensure all staff are able to access these.	Lianne.	Completed in August ?
APPLIES TO READING, WRITING AND MATHS		
Provide a classroom environment that caters to the student's learning needs using UDL strategies.	Led by RTLB.	By the end of 2020.
By the end of Term 1, 2020, develop a user friendly learning story template and tracker for reading, writing and maths, that provides the required information.	This to be led by all teachers.	By the end of Term 1,
Use observations and learning stories to make links to the curriculum.	Led by Whole staff.	By the end of Term 2.
By the end of each term 2 in 2020, each student will have one learning story linked to Reading,	Led by Whole staff.	By the end of Term 2.

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Writing and Maths progress.		
APPLIES TO READING, WRITING AND MATHS		
Provide a classroom environment that caters to the student's learning needs using UDL strategies.	Led by RTLB.	By the end of 2020.
By the end of Term 1, 2020, develop a user friendly learning story template and tracker for reading, writing and maths, that provides the required information.	This to be led by all teachers.	By the end of Term 1,
Use observations and learning stories to make links to the curriculum.	Led by Whole staff.	By the end of Term 2.
By the end of each term 2 in 2020, each student will have one learning story linked to Reading, Writing and Maths progress.	Led by Whole staff.	By the end of Term 2.

Other Development Areas: 2020

MAC - with the guidance of the MAC programme Whakamaru School will be looking to reach Level 2 and normalise Te Reo Maori into the school.

- a) Develop our te reo programme
 - b) Identify areas of improvement
 - c) Look at school tikanga
 - d) Develop a generic whaikorero to suit different situations.
- 2) **Cultural Responsive** - work with the Taupo CoL Tuwharetoa representative and Raukawa around cultural responsive practises.
- a) **Kia te rangitira ai: Learning, succeeding and thriving in education (Melinda Webber)** Engaging with Maori learners and their whanau - integrate some actions from the survey finding. Improve progressions and student understanding of their own learning - where they are to next steps.
 - b) Tuwharetoa Cultural Knowledge Project: Participation in PLD for staff
 - c) Look into **Rongohia te hou** (Taupo CoL) to understand what being a culturally responsive school looks like.
- 3) **PB4L** - continue to develop our Positive Behaviour for Learning programme with the Restorative Justice programme in 2020.
- a) Produce signage to promote our values
 - b) Further develop our KAAHU kid awards
 - c) Use the PB4L data to identify trends to resolve.
- 4) **Online Portfolios and reporting to parents**
- a) Develop our use of Classdojo and community engagement.
 - b) Etap report - to develop instant reports that data from eTap can automatically produce.
- 5) **Learning Through Play (Longworth) & Inquiry (Kath Murdoch)** - Develop our "School Curriculum" document to integrating our Learning & teaching through Play & Inquiry (Kath Murdoch) to create authentic opportunities to learn.

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- a. Learning and Teaching through Play throughout 2020.
 - i. Link to the curriculum
 - ii. Assessing change - reading/writing/math
 - iii. Ways to report to BoT/Parents
 - iv. On-going tracking curriculum coverage
 - v. Blogging options?
 - vi. Senior school practices - Bevan Holloway
 - vii. School resources and school ground development
 - viii. Flow of observations and teaching sessions and balance.
 - ix. Proof for ERO
 - x. Proof over time is developing oral language/core curriculum areas
 - xi. Showing change of learning/next steps etc
- 6) **Development of School grounds** - Develop school grounds to fit our direction of learning for the students as well as ant financial restraints.
 - a) Update our 5YA and 10PP to suit our current financial situation.
 - b) Paint the school using Carus.
 - c) Use and plan for other Property Projects from the school 5YA & 10PP
- 7) **Community engagements** - Use the wetland "Mangokowhiriwhiri wetland as a connection to the community.
 - a) Work with the PTA, local hapu, iwi to provide a range of opportunities to engage our community.
 - b) Find local projects or opportunities for our school to be a part of.
 - c) Continue to promote after school activities - touch rugby, squash etc.
- 8) **Enviro-schools.**
 - a) Start the journey into becoming an enviro-school.
- 9) **Branding**
 - a) Identify options to re-brand our school and share these with the community. Ensure this links to our school direction.

Outcomes and Results:

Evaluation:-

General Comments