



**WHAKAMARU
SCHOOL**

Growing Creative Thinkers

Analysis of Variance 2021 Review
2022 Annual Plan

Curriculum Targets – Reading 2022

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 3, 5 & 7 students 2022 with an aim to have 80% at or above their curriculum level.

Assessment Tools: Running Record from Yellow-Gold, PROBE from Gold + PAT Reading Comprehensions and Vocabulary (Year 4-8), KLST, Junior 6yr Net, Teacher judgment, three times termly updates on Learning Progression boards, Class work, ongoing formative assessment, Circle groups & niggles students review.

STRATEGY:

1. To use and develop student understanding of our school *“Reading progressions”* that are simple and specific. Students will be able to set individual goals and next steps to achieve. Teachers will use a range of assessment tools in reading along with reading progressions to identify “Deliberate Acts of Teaching” and place them in planning.
2. Link and cover learning progressions for reading through *“Learning & teaching through play”*, identified in Learning Stories or Observation sheet
3. Consistent use of the *“Quick 60, Heggerty, Alpha 2 Omega or phonic programmes (letterland) structured literacy programme”* for our targeted students in our circles and ESOL targeted students - Talk about programme.
4. Identify the concerns and niggles students (Targeted students) from circle sheets to create programmes to suit a students' individual needs. With the support from our Learning Support, RTL, LSC.

PERSONNEL:

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

BUDGET CODE:

Literacy 3330

BUDGET:

\$1000 Literacy- Reading
\$500 PD

BACKGROUND DATA:

We continue to see an improvement in all students Reading achievement. We challenge and support all our students not reaching the expected curriculum levels.

For our Junior school our phonics programme - **Letterland**, gives our students a clear base in reading. We have started using the **Heggerty** programme in classes to help students to understand spoken words that are made up of individual sounds called phonemes, to help early predictors for reading success.

Reading Recovery helps our at-risk students with to become more literate. **Buddy reading** and **Duffy books** have strengthened our students' love for reading.

Reading Progressions give our students a clearer guide to identify achievement level and next steps to help students to progress.

Professional development in **Learning through Play** with **Longworth Education** is helping to deepen students' thinking through provocations and link reading to inquire. We feel these programmes have continued to see student progress over the past few years.

Previous year 2020 PERFORMANCE:**OUTCOME – END OF 2020**

67% of our students (70/105) are working at or beyond their recommended NZ Curriculum level.

1 year	15/15 (100%)	Ethic group working at expected
2 years	4/7 (57%)	European 16/20 (80%)
3 years	5/16 (32%)	Maori 38/63 (60%)
Year 4	11/16 (69%)	Other 16/22 (72%)
Year 5	9/13 (69%)	Gender group working at expected
Year 6	9/12 (75%)	Male 34/52 (65%)
Year 7	9/11 (82%)	Females 36/53 (68%)
Year 8	8/15 (53%)	

REASONS AND EVALUATION:

Raw data of our current 66 students for the whole year 2020 shows that at the beginning of the year 44% or 27/62 students were reading at the expected curriculum level but that increased to 72% or 47/66 by the end of the year a move of 28%. (Note 4 extra students are NE students, who joined throughout the year)

Current students that have data- school numbers of 86 show 26/85 (31%) students are still working below the expected reading levels however 59/85 (69%) are working at expected or beyond their curriculum level
Of the 26 students who are working below their curriculum level,
18 Maori, 3 European, 5 others and of this 26 - 12 males & 14 females

Current PERFORMANCE:**OUTCOME – END OF 2021**

78% of our students (65/84) are working at or beyond their recommended NZ Curriculum level.

Year 0-1	14/14 (100%)	Ethic group working at expected
Year 2	5/8 (63%)	European 19/21 (90%)
Year 3	4/6 (66%)	Maori 31/46 (67%)
Year 4	8/13 (61%)	Asian 12/14 (85%)
Year 5	10/14 (71%)	Pacifica 3/3 (100%)
Year 6	7/11 (64%)	Gender group working at expected
Year 7	10/10 (100%)	Male 33/44 (75%)
Year 8	7/8 (88%)	Females 32/40 (80%)

REASONS AND EVALUATION:

Raw data of our current 63 students for the whole year 2021 shows that at the beginning of the year 43% or 27/63 students were reading at the expected curriculum level but that increased to 74% or 47/63 by the end of the year a move of 31%.

Current students that have data- school numbers of 84 show 19/84 (23%) students are still working below the expected reading levels.

Ethnic breakdown of the 19 students

- 15 Maori, 2 European, 2 Asian, 0 Pasifika

Gender break down of the 19 students

- 11 males & 8 females

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Reading Action (A)	Measure - How will we know if it is successful?	When Time Required	Who?	Budget/ Resources	How	Drivers
2022 Identify Targeted Learners	See Staff information book (pg6) Circles (Niggle Sheets)	Week 2 of each term Niggle Sheets to be presented to SENCO	Keriana All teachers	Teacher Aide Quick60 Learning Support	I. Develop concise programmes and timetables to drive extra programmes for our targeted learners - Quick60, ESoL, Alpha 2 Omega, etc II. Whole class phonological awareness programme - Heggerty for targeted students. III. Reading to a teacher at least once weekly. IV. Develop Orton Gillingham programme for our ICS V. Upskill staff around some of these programmes -	James Keriana SENCO Rachel Te Hauhau
2022 Learning through PLAY	Observation Sheets, teacher judgement - provocations and play planning.	Daily on observations seen in	All teachers	Observation sheets	I. PD mentoring with Longworth II. Sharing observations during staff meetings	
2022 Learning Progressions	Provide individual goal setting for students/teachers to discuss next steps. Individual students to blog progress	Termly	All teachers	Learning progressions on classroom wall	I. Share new Learning progressions with students. II. Identify the current position of each student and discuss where they are at and next steps. III. Use Reading progressions to guide and identify Deliberate Acts of Teaching with simple specific goals that can be used in planning and group WALTs.	All teachers James Students
2022 Reading Recovery	Reading recovery programme	Daily	Lianne	0.4 FTTE = 30 minutes each day session for four students.	I. Identify students II. Run the reading recovery programme in school- timetable programme III. Teacher in role to attend six PD sessions during the year.	Lianne Keriana
2022 Lead teacher drive	Lead teacher to ask questions and share ideas to improve classroom pedagogy	Staff meeting once termly	Keriana	Learning progression etc	i. To share reading or lessons with staff at staff meetings. ii. Model session iii. Identify effective resources, website etc	Keriana
2022 Assessment review			All teachers		i. Reading reviews and discussions around progress - 3 times termly PB updates. ii. Review targeted learning programmes and effectiveness termly. iii. Review assessment tools and there effectiveness of informing student gaps and supporting teachers programmes	Lead teacher in Reading

Curriculum Targets – Writing 2022

TARGET: to raise student achievement to 80% reaching the appropriate NZ Curriculum level and continue to close the gap between Māori and all other ethnic groups achievement. To aim for at least 70% of Māori & 75% of our male 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 & niggle students review.

STRATEGY:

1. To use and develop student understanding of our school “*Writing progressions*” that are simple, specific and students will be able to set individual goals - next level and next steps to achieve. Teachers will moderate writing more often and use progressions to identify “Deliberate Acts of Teaching” and place them in planning.
2. Link and cover learning progressions for writing through “*Learning & teaching through play*”, identified in *Learning Stories*.
3. Consistently use ideas from **a range of resources (writers toolbox, the writing book etc)** with all students alongside Inquiry based and Play-based provocations.
4. Identify students of concern and niggle students (Targeted students) from circle sheets and create programmes to suit students' individual needs. With the support from our Learning Support, RTL & LSC.

PERSONNEL:

Literacy Leaders
Classroom teachers
CoL - Across the School Teachers.
Learning Support /RTL & LSC

BUDGET CODE:

Literacy 3330

BUDGET:

\$1000 Literacy- Writing
\$500 PD

BACKGROUND DATA:

We have seen student confidence and attitude in writing grow, with a number of opportunities arising in PLAY to do so. We continue to challenge and support year 4-5 students as they progress from one developmental stage to the next.

Quick writes and a variety of **online tools** (eg. The Writing Shed), shared writing, modelled writing (Tuakana/teina) as well as the use of a range of **Writers toolbox strategies**, (Taupo COL) has helped increase students' love for writing.

Our **Writing Progressions** help our students to link curriculum progressions to learning goals in writing. For teachers, using NZC writing exemplars as an assessment tool have helped identify “Deliberate Acts of Teaching” Teacher moderations are scheduled in the Assessment doc to allow us to compare and review students writing.

Professional development in **Learning through Play** with **Longworth Education** has challenged our thinking and including **provocations** plus clear use of **writing to inquire for a purpose** **NOT AS A REVIEW of PLAY**

Previous year PERFORMANCE:**OUTCOME – END OF 2020**

60% of our students (62/104) are working at or above their recommended NZ Curriculum level

Year level	Number per year	Ethnic group working at expected
1 year	15/15 (100%)	European 14/19 (74%)
2 years	5/7 (72%)	Maori 32/63 (51%)
3 years	9/16 (57%)	Other 16/21 (76%)
Year 4	8/15 (53%)	Gender group working at expected
*Year 5	1/13 (8%)	Male 26/50 (51%)
Year 6	7/12 (59%)	Females 36/53 (68%)
Year 7	9/11 (82%)	
Year 8	8/15 (53%)	

REASONS AND EVALUATION: Raw data of our current 65 students for the whole year 2020 shows that at the beginning of the year 26% or 16/62 students were writing at the expected curriculum level but that increased to 59% or 38/65 by the end of the year a **move of 35%**. (Note 4 extra students are NE students, who joined throughout the year)

Current students that have data- school numbers of 85 show 33 (39%) students are still working below the expected writing levels however 59 (68%) are working at expected or beyond their curriculum level. Of the 33 students who are working below their curriculum level, 23 Maori, 4 European, 6 others and of this 27 - 18 males & 15 females

CURRENT PERFORMANCE:**OUTCOME – END OF 2021**

66% of our students (56/85) are working at or above their recommended NZ Curriculum level

Year level	Number per year	Ethnic group working at expected
Year 0-1	14/14 (100%)	European 16/21 (76%)
Year 2	4/8 (50%)	Maori 25/47 (53%)
Year 3	4/6 (57%)	Asian 12/14 (85%)
Year 4	7/13 (54%)	Pacific 3/3 (100%)
Year 5	8/14 (57%)	Gender group working at expected
Year 6	7/11 (64%)	Male 27/44 (61%)
Year 7	6/10 (60%)	Females 29/41 (71%)
Year 8	6/9 (67%)	

REASONS AND EVALUATION:

Raw data of our current 64 students for the whole year 2021 shows that at the beginning of the year 31% or 20/64 students were writing at the expected curriculum level but that increased to 61% or 39/64 by the end of the year a **move of 30%**.

Current students that have data- school numbers of 84 show 29/85 (23%) students are still working below the expected writing levels.

Ethnic breakdown of the 29 students

- 22 Maori, 5 European, 2 Asian, 0 Pasifika

Gender break down of the 29 students

- 17 males & 12 females

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Writing Action (A)	Measure - How will we know if it is successful?	When Time Required	Who?	Budget/ Resources	How	Drivers
2022 Identify Targeted Learners	See Staff information book (pg6) Circles (Niggle Sheets)	Week 2 of each term Niggle Sheets to be presented to SENCO Term 1 Circles to be completed @ ToD	Keriana All teachers	Teacher Aide Writers toolbox (CoL) Learning Support	I. Develop concise programmes and timetables to drive extra learning for our targeted learners - to reduce the stress of writing Writers toolbox, Quick writes etc II. Provide opportunities to write daily III. Providing the appropriate interventions such as Heggerty, letterland, Reading Recovery etc. IV. PD provided for all staff for any new programme.	James Keriana SENCO Leanda Rachel Te Heuheu
2022 Moderating Writing	Use Progressions and exemplars to identify writing levels.	Teachers will moderate writing samples on a rotational basis (week 6 termly).	James Leanda	Literacy budget Writers Toolbox Learning Progression Scoresheets	I. 'Writers toolbox' programme will be run for target students. II. Use Writing progressions and identify Deliberate Acts of Teaching with simple specific goals that can be used in planning and group WALTs.	Lead teacher in Literacy Keriana / Leanda
2022 Learning Progressions & Scoresheets	Provide individual goal setting for students/teachers	Termly Learning Progression boards review	All teachers	Learning progressions on classroom wall for Y1-4, Y5-8 scoresheets in books.	I. Share new Learning progressions with students. II. Identify the current position of each student and discuss where they are at and next steps. III. Blog on Classdojo next steps - juniors verbal or image with seniors through text message.	All teachers James Students
2022 Writing in class and in PLAY	Writers toolbox School progressions Learning stories	Daily	Leanda	Writing resources Some examples above.	I. Use a range of media to encourage writing. II. Encourage writing in Play, sign writing, lists, names, story, script writing, games - hangman etc III. Develop writing capacity, then develop writing accuracy - full stops, capital letters, etc IV. Providing resources for writing identified from observations V. Model writing - make mistakes allow students to correct.	Whole staff
2022 Assessment review			All teachers		i. Writing reviews and discussions around progress - 3 times termly PB updates. ii. Review targeted learning programmes and effectiveness termly. iii. Review assessment tools and there effectiveness of informing student gaps and supporting teachers programmes	Lead teacher in Writing

Curriculum Targets – Numeracy 2021

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

To focus on Years 5 and 8. All Year groups we aim to have over 80% at or above.

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

STRATEGY:

1. To use our school **"Mathematics progressions"** that are simple, specific and students will be able to set individual goals - next level and next steps to achieve. Teachers will also link these to planning for our **"Deliberate Acts of Teaching"**.
2. Link and cover learning progressions for maths through **"Learning & teaching through play"**, identified in *Learning Stories*.
3. Utilise staff strengths in numeracy to develop stronger maths teaching throughout the school.
4. Identify the concerns and niggles students (Targeted students) from circle sheets and create programmes to suit a students' individual needs. With the support from our Learning Support, RTL, LSC

PERSONNEL:

Literacy Leaders
Classroom teachers
LSC
Mathwise

BUDGET CODE:

Numeracy 3325

BUDGET:

\$1000 Numeracy
\$500 PD

BACKGROUND DATA:

Numeracy seems to have taken a slide in achievement in 2021. We continue to challenge and support year 3-4 students as they progress from one developmental stage to the next.

The use of a variety of online tools to support learning such as **Prodigy** has increased a love for numeracy. The use of hands-on materials for tuakana/Teina maths challenges and a focus **Maths Week** annually has increased maths discussions and involvement at home over the past few years.

A group of targeted and funded students attend **Mathswize** weekly this helps to strengthen their strategic mathematical thinking.

Our **Numeracy Progressions** will help our students link curriculum progressions to learning goals in maths. This has helped our Teachers to identify that our overall number knowledge needs addressing an will look to include this in their **Deliberate Acts of Teaching**

Professional development in **Learning through Play** with **Longworth Education** has helped us deepen students' thinking through **provocations** and use **maths thinking and urges to inquire**. We feel these programmes have helped to challenge our students' numerical thinking.

CURRENT PERFORMANCE:**OUTCOME – END OF 2020**

73% of our students (75/103) are working at or beyond their recommended NZ Curriculum level.

Year 1	15/15	(100%)	Ethnic group working at expected
Year 2	7/7	(100%)	
Year 3	13/15	(87%)	European 15/20 (90%)
Year 4	13/16	(81%)	Maori 43/61 (75%)
Year 5	5/12	(41%)	Other 17/22 (84%)
Year 6	7/12	(58%)	Gender group working at expected
Year 7	8/11	(72%)	Male 37/50 (74%)
Year 8	7/15	(46%)	Females 48/53 (92%)

REASONS AND EVALUATION: Raw data of our current 86 students for the whole year 2020 shows that at the beginning of the year 53% or 33/62 students in maths are at the expected curriculum level but that increased to 78% or 51/65 by the end of the year a **move of 25%**.

Current students that have data- school numbers of 84 show 18 (21%) students are still working below the expected numeracy levels however 66 (78%) are working at expected or beyond their curriculum level Of the 18 students who are working below their curriculum level, 10 Maori, 3 European, 5 others and of this 18 - 7 males & 11 females

Current PERFORMANCE:**OUTCOME – END OF 2021**

70% of our students (60/85) are working at or beyond their recommended NZ Curriculum level.

Year 1	14/14	(100%)	Ethnic group working at expected
Year 2	8/8	(100%)	
Year 3	4/6	(67%)	European 19/21 (90%)
Year 4	7/13	(54%)	Maori 29/47 (75%)
Year 5	9/14	(64%)	Asian 12/14 (85%)
Year 6	7/11	(64%)	Pasifika 3/3 (100%)
Year 7	5/10	(50%)	Gender group working at expected
Year 8	6/9	(67%)	Male 33/44 (75%)
			Females 27/41 (66%)

REASONS AND EVALUATION:

Raw data of our current 64 students for the whole year 2021 shows that at the beginning of the year 45% or 29/64 students in maths are at the expected curriculum level but that increased to 64% or 41/64 by the end of the year a **move of 19%**.

Current students that have data- school numbers of 84 show 25/85 (29%) students are still working below the expected mathematical levels.

Ethnic breakdown of the 29 students

- 21 Maori, 2 European, 2 Asian, 0 Pasifika

Gender break down of the 25 students

- 13 males & 12 females

2022 Annual School Improvement Plan

Mathematics Action (A)	Measure - How will we know if it is successful?	When Time Required	Who?	Budget/ Resources	How	Drivers
2022 Identify Targeted Learners	See Staff information book (pg6) Circles (Niggle Sheets)	Week 2 of each term Niggle Sheets to be presented to SENCO	Lianne All teachers	Teacher Aide Learning Support Localised Curriculum doc	I. Develop concise programmes and timetables to drive extra programmes for our targeted learners - Basic facts, number knowledge activities etc II. Daily or weekly support sessions with Teacher Aide, directed by his/her teacher. III. Provide a buddy maths programme in the senior classes based on number knowledge.	James Keriana SENCO Lianne Rachel
2022 Online Testing Year 4-8	Online PAT maths tests will be administered and the ARB resources utilised to address individual student gaps.	Yearly assessment plan	James Leanda	Numeracy budget PAT - ARBs NZ Maths	I. Use PAT maths (year 4-8) online assessment tool. II. Identify gaps to use in planning alongside the school Learning Progressions. III. Review at the end of the year for effective use.	Led teacher in Numeracy Lianne
2022 Learning Progressions	Provide individual goal setting for students/teachers to discuss next steps. Individual students to blog progress	Termly Learning Progression Boards review	All teachers	Learning progressions on classroom wall (juniors) in books (seniors) Gloss Localised Curriculum doc	I. Share new Learning progressions with students. II. Identify the current position of each student and discuss where they are at and next steps. III. Use Numeracy progressions and identify Deliberate Acts of Teaching with simple specific goals that can be used in planning and group WALTs.	Lianne All teachers James Students
2022 Maths in Play	Learning Stories	Regularly	All teachers	Localised Curriculum doc Observation sheets	I. Use a range of media to encourage maths. Encourage Maths in Play, shop keeping, measuring, building. II. Observation to notice - recognising and responding.	
2022 Lead teacher drive	Lead teacher to ask questions and share ideas to improve classroom pedagogy	Staff meeting once termly	Lianne	Learning progression etc ETap data	iv. To share reading or lessons with staff at staff meetings. v. Model session vi. Identify effective resources, website etc	Lianne
2022 Assessment review	Check student progress in Maths termly and use PB's for confirmation.	Staff meeting three times termly	All teachers	Numeracy budget Etap data	vii. Maths reviews and discussions around progress - 3 times termly PB updates. viii. Review targeted learning programmes and effectiveness termly. ix. Review assessment tools and there effectiveness of informing student gaps and supporting teachers programmes	Lead teacher in Maths All teachers to support

Other Development Areas: 2022

- 1) **Learning Through Play (Longworth mentorship)**
- 2) Using our “School Curriculum” as a living document
 - a. Learning and Teaching through Play throughout 2022 Mentor - Coaching Programme
 - i. Link to the curriculum
 - ii. Assessing change - especially reading/writing/maths
 - iii. On-going tracking curriculum coverage
 - iv. **Longworth Ed - Whole school coach Jill Skjitttrup,**
 - v. School resources and school ground development
 - vi. Observations and teaching sessions and balance between non-negotiables and Play.
 - vii. Proof over time is developing oral language/core curriculum areas
 - viii. Showing change of learning/next steps etc
- 3) **Cultural Responsive** - work with the Taupo CoL Tuwharetoa representative and Raukawa around culturally responsive practices.
 - a) Tuwharetoa Cultural Knowledge Project: Participation in PLD for staff
 - b) Use the **Rongohia te hou** (Taupo CoL) tool to confirm our culturally responsive practices are working.
 - c) Use resources supplied by the Taupo Kahui Ako around Hauora of our tamariki - looking at the Poutama Pounamu programme.
- 4) **Community engagements** - Use the wetland “Mangokowhiriwhiri wetland and native bush area 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, rippa rugby, Te Reo Maori lessons etc. When we return to Orange light
- 5) **Normalise Te Reo Maori at Whakamaru School**
 - a) Use the Maori Achievement Collaborative (MAC) - Raukawa, Koroki Kahukura, Maniapoto, to support us to find ways to strengthen our Maori tikanga. Also to help find iwi and hapu links to our school.
 - b) Normalise our te reo maori programme
 - c) Employ a part time specialist teacher to help normalise te reo in the school
 - d) Look at school tikanga
 - e) Develop a generic whaikorero to suit different situations.
- 6) **Enviro-schools.**
 - a) Start the journey into becoming an enviro-school.
 - b) Use Enviro-schools resources.

Outcomes and Results:

Evaluation:

General Comments: