

Analysis of Variance Reporting 2021



School Name:	Whakamarama School	School Number:	2079
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Focus Area	MATHEMATICS									
Strategic Aim:	Strategic Goal: To provide a responsive curriculum and effective teaching to raise student achievement and success for all									
Annual Aim:	Annual Plan Action Targets set to increase the number of students achieving at / above the expected curriculum levels for mathematics									
Target:	<p>Target students will make accelerated progress in math in relation to school expected levels in Numeracy and the NZ Curriculum</p> <p>Success Indicators: We will know when we have achieved this when we:</p> <ol style="list-style-type: none"> Increase the total number of students learning within or beyond their appropriate curriculum level for mathematics by the end of 2021. Ensure all students make progress towards learning within or beyond their appropriate curriculum level for mathematics by the end of 2021. To accelerate the progress of the following priority groups as identified in the 2020 end-of-year achievement data: <ul style="list-style-type: none"> Focus on raising Māori progress and achievement in mathematics 5 Female; 2 Male / 2 Maori; 4 NZ / European; 1 Pasifika / Three Year 3; One Year 4; One Year 5; One Year 6; One Year 7 									
Baseline Data:	Baseline Data 2020									
Mathematics		At Risk		Cause for Concern		Expectation		Exceeding Expectation		Total
		Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	Male			2	6.1%	25	75.8%	6	18.2%	33
	Female			5	15.6%	20	62.5%	7	21.9%	32
	Total			7	10.8%	45	69.2%	13	20%	65
Māori	Male					6	85.7%	1	14.3%	7
	Female			2	16.7%	8	66.7%	2	16.7%	12
	Total			2	10.5%	14	73.7%	3	15.8%	19
Asian / MELAA / Pasifika	Male					2	66.7%	1	33.3%	3
	Female			1	50%	1	50%			2
	Total			1	20%	3	60%	1	20%	5
European / Pākehā / Other European	Male			2	8.7%	17	73.9%	4	17.4%	23
	Female			2	11.1%	11	61.1%	5	27.8%	18
	Total			4	9.8%	28	68.3%	9	22%	41

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>						
<p>Target Student Data</p> <ul style="list-style-type: none"> Current data of target group students was compiled early Term 1 to gain accurate levels to assess specific individual / group needs Continued to monitor teacher moderation of assessment administration for consistency and accurate student Numeracy Stages. Provision of focussed numeracy support (explicit teaching) to accelerate the ‘at risk’ and ‘cause for concern’ students. ALiM intervention approach for target students <p>Maori Student Achievement</p> <ul style="list-style-type: none"> Evaluated the impact of initiatives to improve Māori students’ presence, engagement and achievement Continued to review the school curriculum to ensure that this reflects the aspirations and needs of Māori students and is inclusive of the principles of The New Zealand Curriculum. Link learning to real life experiences. <p>Culturally Responsive School Culture</p> <ul style="list-style-type: none"> Continued to further build our culturally responsive culture and practices (Te Whakamānawa Professional Development) Included contexts for learning that acknowledge our biculturalism Incorporated te reo and tikanga Maori into our practices 	<p>Increase the total number of students learning within or beyond their appropriate curriculum level for mathematics by the end of 2021</p> <ul style="list-style-type: none"> The total number of 2021 learners working within or beyond their appropriate curriculum level in mathematics is 73/77 (94.8%) compared with 58/65 (89.2%) at the end of 2020. The total number of 2021 Māori learners working within or beyond their appropriate curriculum level in mathematics is 15/16 (93.8%) compared with 17/19 (89.5%) at the end of 2020. <p><i>Note: 26/77 (33.8%) students enrolled at Whakamarama School across 2021 and are new to cohort reporting.</i></p> <p>Ensure all students make progress towards learning within or beyond their appropriate curriculum level for mathematics by the end of 2021</p> <ul style="list-style-type: none"> Learners from 2020, continued to make progress towards learning within or beyond their appropriate curriculum level for mathematics <table border="1" data-bbox="600 962 1151 1110"> <thead> <tr> <th data-bbox="600 962 786 1050">Nov 2020</th> <th data-bbox="786 962 972 1050">June 2021</th> <th data-bbox="972 962 1151 1050">Dec 2021</th> </tr> </thead> <tbody> <tr> <td data-bbox="600 1050 786 1110">46/51 (90.2%)</td> <td data-bbox="786 1050 972 1110">47/51 (92.2%)</td> <td data-bbox="972 1050 1151 1110">48/51 (94.1%)</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Of the 4 students identified as needing targeting across 2021 – 2/4 (50%) were identified as having learning challenges (working memory, auditory processing, dyslexia traits, speech and language). <p>To accelerate the progress of the following priority groups as identified in the 2020 end-of-year achievement data:</p> <p>3 Female; 2 Male</p>	Nov 2020	June 2021	Dec 2021	46/51 (90.2%)	47/51 (92.2%)	48/51 (94.1%)	<p>Target Student Data</p> <ul style="list-style-type: none"> Data from December 2020 was used to compile target group students. On returning to school after alert level 4, assessment data was collected and analysed early to ascertain individual / group needs. Target groups compiled. ALiM intervention approach for target students (core and more) Monitoring of students that accelerated (2018, 2019, 2020) <p>School Wide</p> <ul style="list-style-type: none"> Focus on High Impact Teaching Strategies: goal setting, structured lessons, explicit teaching, worked examples, collaborative learning, multiple exposures, feedback, differentiated teaching, questioning Use of the Optimal Learning Model (Reggie Routman) which uses a slow release model of I do (the teacher) We do (Teacher and Students), You do (students apply new knowledge independently). Scaffolding of learning so that students could notice, understand and apply new mathematics strategies Use of modelling books - record of student thinking during teacher-led groups E-AsTTle used as a diagnostic tool, using achievement data to inform next steps for Years 4-8. PAT utilised as a diagnostic tool, using achievement data to inform next steps for Years 3. 	<p>Target Student Data</p> <ul style="list-style-type: none"> Set achievement targets to accelerate progress of students performing below curriculum expectation Improve outcomes for all students, particularly Māori, Pasifika, and children with special needs Accelerate the progress and achievement of 4 students across 2022 as identified from 2021 achievement data yet to meet curriculum expectation <p>Maori Student Achievement</p> <ul style="list-style-type: none"> Continue to evaluate the impact of initiatives to improve Māori students’ presence, engagement and achievement Continue to review the school curriculum to ensure that this reflect the aspirations and needs of Māori students and are inclusive of the principles of The New Zealand Curriculum Meet with Māori parents to discuss their involvement with the school and find out what we can do to improve communication. Find out how they prefer to be consulted with about their child’s progress and achievement <p>Culturally Responsive School Culture</p> <ul style="list-style-type: none"> Build ‘deep, personal’ relationships with Māori students in our school. Find out where they are from, their iwi affiliations, and who their whānau are. Talk with ākongā about their aspirations, their experiences at school, and their ideas for improving the school. Include contexts for learning that acknowledge, and recognise our biculturalism
Nov 2020	June 2021	Dec 2021							
46/51 (90.2%)	47/51 (92.2%)	48/51 (94.1%)							

<p>School Wide</p> <ul style="list-style-type: none"> • Collaboratively shared strategies and ideas for students that were not progressing • Teachers set up 'Positive Norms' in their Math Class (Jo Boaler) • Focused on the 'Key Competencies' to improve the ability of students to self-manage and self-regulate their own learning. • Use of mathematics progressions (student agency) • Monitored the progress of students that accelerated (2018, 2019 & 2020) • PAT, E-AsTTle, JAM and GloSS used as diagnostic tools, using achievement data to inform next steps <p>Teacher Inquiry</p> <ul style="list-style-type: none"> • Continued to apply successful strategies from ALiM PD project (unit holder for Mathematics) • Teacher Inquiry- Teachers and leaders being aware of 'at risk' and 'cause for concern' students, particularly Maori, regularly discussing and monitoring progress and analysis of next steps. What do the results tell us? What do we need to do? How will we do it? • Monitored impact of support programmes <p>Parent Partnership</p> <ul style="list-style-type: none"> • Further developed parent partnerships to support teacher knowledge and understanding of learners and used this to improve learner engagement (particularly for 	<ul style="list-style-type: none"> • 3/3 (100%) female and 1/2 (50%) male who were cause for concern at the end of 2020 made accelerated progress and are working within their appropriate curriculum level. <p>1 Maori; 3 NZ / European; 1 Pasifika</p> <ul style="list-style-type: none"> • 1/1 (100%) Maori students cause for concern at the end of 2020 made accelerated progress and are working within their appropriate curriculum level. • 2/3 (66.7%) NZ / European students cause for concern at the end of 2020 made accelerated progress and are working within their appropriate curriculum level. • 1/1 (100%) Pasifika students cause for concern at the end of 2020 made accelerated progress and are working within their appropriate curriculum level. <p>Three Year 3; One Year 5; One Year 7</p> <ul style="list-style-type: none"> • 3/3 (100%) Year 3 students made accelerated progress and are working within their appropriate curriculum level. • 1/1 (100%) Year 5 students continues to be a target student • 1/1 (100%) Year 7 students made accelerated progress and are working within their appropriate curriculum level. 	<p>Teacher Inquiry</p> <ul style="list-style-type: none"> • Most teachers applying successful strategies from the ALiM PD project: 5 Talk Moves, Positive Norms (Jo Boaler), Hands-on equipment, Growth Mindset <p>Parent Partnership</p> <ul style="list-style-type: none"> • Parent / whānau meetings took place in April and July to discuss learning goals and progress / achievement • Use of ClassDoJo to promote learning partnerships with whanau / student / teacher. • Face to face meetings, phone calls, and messaging (the regularity of this for target learners continues to grow across the team) <p>Resourcing</p> <ul style="list-style-type: none"> • Provision of online mathematics learning platform, Maths-Whizz, with regular assessment points for all students • Equipment purchases as necessary to effectively meet the mathematical needs of all students <p>Professional Development / Learning</p> <ul style="list-style-type: none"> • In-class modelling and observation took place for teachers as required. This was particular beneficial for new members to the teaching team. • Successful RTLB referral for teachers. Professional development was delivered to school staff - Dyslexia and ways to identify and support students who have these traits. 	<ul style="list-style-type: none"> • Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning. Continue to increase visible te reo and tikanga Māori in our kura • Whanaungatanga – continue to focus on building strong learning focussed relationships with the ākonga and their whānau. Utilise the experiences they bring to school. <p>School Wide</p> <ul style="list-style-type: none"> • Provision of focussed numeracy support (explicit teaching) to accelerate students yet to meet curriculum expectation. ALiM intervention approach. Teaching to demonstrate the connection between addition/subtraction and multiplication/division • Collaboratively share strategies and ideas for students that are not progressing • Teachers Setting up Positive Norms in their Math Class (Jo Boaler) • Improve student assessment capability (school wide rubrics) • Continue to use mathematics progressions (student agency) • Focus on the 'Key Competencies' to improve the ability of students to self-manage and self-regulate their own learning. • Continue to monitor the progress of students that accelerated across 2019, 2020 and 2021 • Continue to use PAT, GloSS, E-AsTTle and JAM as diagnostic tools, using achievement data to inform next steps • Monitor systems and the impact they are having on student learning (next steps) • Teacher moderation of assessment administration for consistency and accurate student Numeracy Stages – GloSS <p>Teacher Inquiry</p>
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target group children).

Resourcing

- Continued to review equipment and resources available to 'at risk' and 'cause for concern' students to effectively meet their mathematical needs
- Unit allocated for leadership of mathematics. Leader: Promoted new resources, websites, professional readings; Organised in class observation and modelling visits; mentored teachers

Professional Development / Learning

- Provision for individual professional development, in class modelling, observation and feedback for teachers as required

- Continue to apply successful strategies from ALiM PD project.
- Collaborative Teacher Inquiry- Teachers and leaders being aware of students, particularly Maori students, yet to meet curriculum expectation. Regular discussion and monitoring of progress. Collaborative analysis of next steps.

Parent Partnership

- Plan and negotiate opportunities for parents / whānau to participate in the math learning environment alongside their child
- Conversations with parents of target students – at least twice a term
- Build genuine learning-focused partnerships between students, teachers and whānau using ClassDojo to support parent feedback, interactions and learning conversations.

Resourcing

- Continue to review equipment and resources available to students who are yet to meet curriculum expectation to effectively meet their mathematical needs and purchase as necessary.
- Leadership of mathematics.

Professional Development / Learning

- Continue to provide provision for individual professional development; in class modelling, observation and feedback for teachers as required

Planning for next year:

- Addressing Priority Learners: identification; collaborating to better address students' learning needs; whānau engagement
- Continue with integrated learning: curriculum development encompassing an integrated curriculum, authentic learning experiences, culturally responsive and relational pedagogy
- Mathematics: Across 2022 increase the progress and achievement of 4 students as identified in 2021
 - 2 Female; 2 Male
 - 1 Maori; 3 NZ / European
 - Two Year 3; Two Year 6

Focus Area	READING																																																																																																																																																									
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Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>						
<p>Target Group</p> <ul style="list-style-type: none"> Current data of Target Group children was compiled early Term 1 to gain specific individual / group needs Teacher aide hours allocated to support priority learners. Target small group reading to support progress <p>Māori Student Achievement</p> <ul style="list-style-type: none"> Teachers linked learning to real life experiences of Māori learners Evaluated the impact of initiatives to improve Māori students' presence, engagement and achievement Continued to review the school curriculum to ensure that this reflect the aspirations and needs of Māori students and are inclusive of the principles of The New Zealand Curriculum <p>Continue to build a Culturally Responsive School Culture</p> <ul style="list-style-type: none"> Whanaungatanga - focused on building strong learning focussed relationships with the ākongā and their whānau. Utilised the experiences they bring to school. Included contexts for learning that acknowledge our biculturalism Whole school focus on cultural responsiveness 	<p>Increase the total number of students learning within or beyond their appropriate curriculum level for reading by the end of 2021</p> <ul style="list-style-type: none"> The total number of 2021 learners working within or beyond their appropriate curriculum level in reading is 65/77 (84.4%) compared with 48/65 (73.8%) at the end of 2020 The total number of 2021 Māori learners working within or beyond their appropriate curriculum level in reading is 14/16 (87.5%) compared with 13/19 (68.4%) at the end of 2020. <p><i>Note: 26/77 (33.8%) students enrolled at Whakamarama School across 2021 and are new to cohort reporting.</i></p> <p>Ensure all students make progress towards learning within or beyond their appropriate curriculum level for reading by the end of 2021</p> <ul style="list-style-type: none"> Learners from 2020, continued to make progress towards learning within or beyond their appropriate curriculum level for reading <table border="1" data-bbox="562 959 1115 1106"> <thead> <tr> <th data-bbox="562 959 748 1046">Nov 2020</th> <th data-bbox="748 959 934 1046">June 2021</th> <th data-bbox="934 959 1115 1046">Dec 2021</th> </tr> </thead> <tbody> <tr> <td data-bbox="562 1046 748 1106">36/51 (70.6)</td> <td data-bbox="748 1046 934 1106">40/51 (78.4%)</td> <td data-bbox="934 1046 1115 1106">42/51 (82.4%)</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Of the 12 students cause for concern / at risk at the end of 2021: 3/12 (25%) of these students did not reach curriculum expectations on their 'After 1 year at school' reporting date. Of the 12 students identified as needing targeting across 2021 - 7 were identified as having learning challenges ((working memory, auditory processing, dyslexia traits, ASD, speech and language). 	Nov 2020	June 2021	Dec 2021	36/51 (70.6)	40/51 (78.4%)	42/51 (82.4%)	<p>Target Student Data</p> <ul style="list-style-type: none"> Data from December 2020 was used to compile target group students. On returning to school after alert level 4, assessment data was collected and analysed early to ascertain individual / group needs. Target groups compiled. Monitoring of students that accelerated (2018, 2019, 2020) <p>School Wide</p> <ul style="list-style-type: none"> Teachers used the 'Reading Book' by Sheena Cameron, Louise Dempsey to support reading programmes within the classroom. Use of e-learning tools to supplement and enhance the teaching of literacy at school and at home - distance learning Focus on High Impact Teaching Strategies: goal setting, structured lessons, explicit teaching, worked examples, collaborative learning, multiple exposures, feedback, differentiated teaching, questioning Use of the Optimal Learning Model (Reggie Routman) which uses a slow release model of I do (the teacher) We do (Teacher and Students), You do (students apply new knowledge independently) Learning was scaffolded so that students could notice, understand and apply new strategies or conventions Teachers having high expectations- creating self-belief in learners as readers Teachers use of the Oral language handbook by Sheena Cameron, Louise Dempsey & Essential Oral Language 	<p>Improve Student Achievement (student improvement)</p> <ul style="list-style-type: none"> Set achievement targets to accelerate progress of students performing below curriculum expectation Improve outcomes for all students, particularly Māori, Pasifika, and children with special needs Accelerate the progress and achievement of 12 students across 2022 as identified from 2021 achievement data yet to meet curriculum expectation <p>Maori Student Achievement</p> <ul style="list-style-type: none"> Link learning to real life experiences. Continue to evaluate the impact of initiatives to improve Māori students' presence, engagement and achievement Continue to review the school curriculum to ensure that this reflect the aspirations and needs of Māori students and are inclusive of the principles of The New Zealand Curriculum Meet with Māori parents to discuss their involvement with the school and find out what we can do to improve communication. Find out how they prefer to be consulted with about their child's progress and achievement <p>Culturally Responsive School Culture</p> <ul style="list-style-type: none"> Build 'deep, personal' relationships with Māori students in our school. Find out where they are from, their iwi affiliations, and who their whānau are. Talk with ākongā about their aspirations, their experiences at school, and their ideas for improving the school. Include contexts for learning that acknowledge our biculturalism
Nov 2020	June 2021	Dec 2021							
36/51 (70.6)	40/51 (78.4%)	42/51 (82.4%)							

- Continued to strengthen the incorporation of te reo and tikanga Māori into our practices

School Wide

- Provided focussed literacy support (explicit teaching) to accelerate the ‘cause for concern’ and ‘at risk’ students.
- Observation and feedback for teachers as required
- Teachers have high expectations- creating self-belief in learners as readers
- Implement assessment practices which provided feedback to the learner. Students know where they are at, where they are going and what their next learning steps are to progress and achieve their goals (learner agency)
- Use of e-learning tools to supplement and enhance the teaching of literacy at school and at home.

Teacher Inquiry

- Continued to apply successful strategies from ALL project (Year 1 and 2) and extended these into Year 3 of the project
- Teacher Inquiry- Teachers and leaders being aware of ‘at risk’ and ‘cause for concern’ students, particularly Maori, regularly discussing and monitoring progress and analysis of next steps collaboratively. What do the results tell us? What do we need to do? How will we do it?

To **accelerate** the progress of the following priority groups as identified in the 2020 end-of-year achievement data:

6 Female; 9 Male

- 3/6 (50%) female and 5/9 (55.6%) male who were cause for concern / at risk at the end of 2020 made accelerated progress and are working within their appropriate curriculum level.

5 Maori; 8 NZ / European; 2 Pasifika

- 3/5 (60%) Maori students cause for concern at the end of 2020 made accelerated progress and are working within their appropriate curriculum level.
- 4/8 (50%) NZ / European students cause for concern at the end of 2020 made accelerated progress and are working within their appropriate curriculum level.
- 2/2 (50%) Pasifika students' cause for concern at the end of 2020 made accelerated progress and are working within their appropriate curriculum level.

Six Year 2; Two Year 3; Five Year 5; One Year 6; One Year 7

- 5/6 (82.3%) Year 2 students made accelerated progress and are working within their appropriate curriculum level.
- 1/2 (50%) Year 3 students made accelerated progress and are working within their appropriate curriculum level.
- 1/5 (20%) Year 5 students made accelerated progress and are working within their appropriate curriculum level.
- 1/1 (100%) Year 6 students made accelerated progress and are working within their appropriate curriculum level.
- 1/1 (100%) Year 7 students continues to be target students

Handbook to support oral language in the classroom.

- Consistent use of modelling book - learners were able to refer back / recap previous learning

Parent Partnership

- Parent / whānau meetings took place in April and July to discuss learning goals and progress / achievement
- Use of Class Dojo to promote learning partnerships with whanau/student/teachers.
- Teachers connecting with whānau during covert level 4 (lockdown)
- Face to face meetings (this continues to grow across the team)
- Reporting consultation with whānau

BOT and MOE Funded Learning Support Programmes

- Reading Recovery programme – 4/5 (80%) students that received reading recovery progressed to curriculum expectation
- Early literacy support programme (Early words) - Teacher aide
- Accelerating Learning in Literacy (ALL) Teacher aide support in class - roving while teacher undertook work with groups
- Lexia Core 5 Reading subscription purchased for target students - use of the programme is developing to determine its impact over time.

Professional Development

- Reading professional development (new teachers) - Sheena Cameron & Louise Dempsey
- Successful RTLB referral for teachers. Two sessions of professional development were delivered to school

- Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning. Continue to increase visible te reo and tikanga Māori in our kura
- Whanaungatanga – continue to focus on building strong learning focussed relationships with the ākongā and their whānau.
- Focus on local history and tikanga.

School Wide

- Teachers moderating students’ learning against the Learning Progression Framework, so that there is a consistent understanding of progress and achievement
- Provide focussed literacy support (explicit teaching) to accelerate the students yet to meet curriculum expectation
- Observation and feedback for teachers
- Planning to continue to involve and reflect an element of student voice in reading topics and genres.
- Applications to RTLit, RTLB, Speech & Language as applicable (Tier 2 intervention)
- Teacher planning monitored and open dialogue with staff on how the needs of students below curriculum expectation are being catered for to promote acceleration.
- Collaboratively share strategies and ideas for students that are not progressing
- Continue to focus on oral language.
- Teachers continue to implement and strengthen assessment practices which provide feedback to the learner. Students know where they are at, where they are going and what their next learning steps are to progress and achieve their goals (learner agency).
- Structured Literacy: Better Start (Year 1) and The iDeal Approach (Years 2-8)
- Improve student assessment capability (school-wide rubrics)

- Monitored impact of support programmes
- Parent Partnership**
- Used a variety of ways to engage parents and whānau regularly and involve them in students' learning.
- BOT and MOE Funded Learning Support Programmes**
- Reading Recovery programme; Early literacy support programmes (Early words); Accelerating Learning in Literacy (ALL)
- Professional Development**
- Provision for individual professional development, in class modelling, observation and feedback for teachers as required

staff. One focused particularly on Dyslexia and ways to identify and support students who have these traits. The other was designed to increase knowledge about Structured Literacy.

- Teacher Inquiry**
- Continue to apply successful strategies from 'ALL Project' and extend these.
 - Collaborative Teacher Inquiry- Teachers and leaders being aware of students below curriculum expectation, particularly Maori, regularly discussing and monitoring progress and analysis of next steps collaboratively.
 - Monitor impact of support programmes
- Parent Partnership**
- Further develop parent partnerships to support teacher knowledge and understanding of learners and use this to improve learner engagement (particularly for target group children).
 - Continued commitment to Class Dojo to promote learning partnerships with whānau/student/teachers.
 - Provide parents with information and resources and teach them strategies so they can help their children with their home learning. Make sure parents know how their efforts are benefiting their children.
- Professional Development / Learning**
- Provision for individual professional development: in class modelling, professional readings, observation and feedback for teachers as required
 - Structured Literacy: Better Start (Year 1) and The iDeaL Approach (Years 2-8)

Planning for next year:

- Addressing Priority Learners: identification; collaborating to better address students' learning needs; whānau engagement
- Continue with integrated learning: curriculum development encompassing an integrated curriculum, authentic learning experiences, culturally responsive and relational pedagogy
- Reading: Across 2022 increase the progress and achievement of 12 students
 - 7 Female; 5 Male
 - 2 Maori; 10 NZ / European
 - Three Year 2; One Year 3; Two Year 4; One Year 5; Four Year 6; One Year 8

Focus Area	WRITING									
Strategic Aim:	Strategic Goal: To provide a responsive curriculum and effective teaching to raise student achievement and success for all									
Annual Aim:	Annual Plan Action Targets set to increase the number of students achieving at / above the expected curriculum levels for writing									
Target:	<p>Target students will make accelerated progress in writing in relation to school progression levels and the NZ Curriculum</p> <p>Success Indicators:</p> <p>We will know when we have achieved this when we:</p> <ol style="list-style-type: none"> 1. Increase the total number of students learning within or beyond their appropriate curriculum level for writing by the end of 2021. 2. Ensure all students make progress towards learning within or beyond their appropriate curriculum level for writing by the end of 2021. 3. To accelerate the progress of the following priority groups as identified in the 2020 end-of-year achievement data: <ul style="list-style-type: none"> • Focus on raising Māori progress and achievement in writing • 7 Female; 8 Male • 7 Maori; 7 NZ / European; 1 Pasifika • 5 Year 2; 2 Year 3; 2 Year 4; 2 Year 5; 2 Year 6; 2 Year 7 									
Baseline Data:	Baseline Data 2020									
Writing		At Risk		Cause for Concern		Expectation		Exceeding Expectation		Total
		Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	Male			8	24.2%	24	72.7%	1	3%	33
	Female			7	21.9%	22	68.8%	3	3.1%	32
	Total			15	23.1%	46	70.8%	4	6.2%	65
Māori	Male			3	42.9%	4	57.1%			7
	Female			4	33.3%	7	58.3%	1	8.3%	12
	Total			7	36.8%	11	57.9%	1	5.3%	19
Asian / MELAA / Pasifika	Male					2	66.7%	1	33.3%	3
	Female			1	50%	1	50%			2
	Total			1	20%	3	60%	1	20%	5
European /Pākehā/Other European	Male			5	21.7%	18	78.3%			23
	Female			2	11.1%	14	77.8%	2	11.1%	18
	Total			7	17.1%	32	78%	2	4.9%	41

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>						
<p>Target Student Data</p> <ul style="list-style-type: none"> Current data of Target Group children was compiled early Term 1 to gain specific individual / group needs Targeted small group writing to support progress and acceleration using 15-week intervention approach <p>Maori Student Achievement</p> <ul style="list-style-type: none"> Teachers built relationships with students to know their learner's strengths, needs, interests and cultural aspirations. Evaluated the impact of initiatives to improve Māori students' presence, engagement and achievement Continued to review the school curriculum to ensure that this reflects the aspirations and needs of Māori students and is inclusive of the principles of The New Zealand Curriculum. Link learning to real life experiences. <p>Continue to build a Culturally Responsive School Culture</p> <ul style="list-style-type: none"> Whanaungatanga – focused on building strong learning focussed relationships with the ākonga and their whānau. Utilised the experiences they bring to school. Included contexts for learning that acknowledge our biculturalism Incorporated te reo and tikanga Māori into our practices <p>School Wide</p>	<p>Increase the total number of students learning within or beyond their appropriate curriculum level for writing by the end of 2021</p> <ul style="list-style-type: none"> The total number of 2021 learners working within or beyond their appropriate curriculum level in writing is 64/77 (83.1%) compared with 50/65 (76.9%) at the end of 2020 The total number of 2021 Māori learners working within or beyond their appropriate curriculum level in writing is 13/16 (81.3%) compared with 12/19 (63.2%) at the end of 2020 <p><i>Note: 26/77 (33.8%) students enrolled at Whakamarama School across 2021 and are new to cohort reporting.</i></p> <p>Ensure all students make progress towards learning within or beyond their appropriate curriculum level for writing by the end of 2021</p> <ul style="list-style-type: none"> Learners from 2020, continued to make progress towards learning within or beyond their appropriate curriculum level for writing <table border="1" data-bbox="611 1026 1164 1174"> <thead> <tr> <th data-bbox="611 1026 795 1114">Nov 2020</th> <th data-bbox="795 1026 978 1114">June 2021</th> <th data-bbox="978 1026 1164 1114">Dec 2021</th> </tr> </thead> <tbody> <tr> <td data-bbox="611 1114 795 1174">38/51 (74.5%)</td> <td data-bbox="795 1114 978 1174">38/51 (74.5%)</td> <td data-bbox="978 1114 1164 1174">41/51 (80.4%)</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Of the 12 students cause for concern / at risk at the end of 2021: 9/12 (75%) were male. Of the 12 students identified as needing targeting across 2021 – 6/12 (50%) were identified as having learning challenges (working memory, ASD, ADHD and dyslexia traits; speech and language). 	Nov 2020	June 2021	Dec 2021	38/51 (74.5%)	38/51 (74.5%)	41/51 (80.4%)	<p>Target Student Data</p> <ul style="list-style-type: none"> Each teacher analysed their classroom writing data to select a target group for 2021 Student Voice was collected from students to “know our learners”, their strengths, interests, attitudes and beliefs about themselves as writers. All target students received core and more support with four or five, 20 minute focussed, targeted teaching sessions with their classroom teacher each week. Leaders carried out an inquiry to identify leadership processes and practices that supported teachers to develop teacher capability and ability to accelerate student achievement in writing. Teachers identified major learning challenges that were a barrier for individual student's learning, and actively researched and experimented with strategies to mitigate these learning challenges. Monitoring of target students - writing samples every 4 weeks Monitoring of students that accelerated (2019, 2020) <p>School Wide</p> <ul style="list-style-type: none"> Focus on High Impact Teaching Strategies Use of the Optimal Learning Model (Reggie Routman) which uses a slow release model of I do (the teacher) We do (Teacher and Students), We do 	<p>Improve Student Achievement (student improvement)</p> <ul style="list-style-type: none"> Set achievement targets to accelerate progress of students performing below curriculum expectation Improve outcomes for all students, particularly Māori, Pasifika, and children with special needs Accelerate the progress and achievement of 12 students across 2022 as identified from 2021 achievement data <p>Maori Student Achievement</p> <ul style="list-style-type: none"> Link learning to real life experiences. Continue to evaluate the impact of initiatives to improve Māori students' presence, engagement and achievement Continue to review the school curriculum to ensure that this reflect the aspirations and needs of Māori students and are inclusive of the principles of The New Zealand Curriculum Meet with Māori parents to discuss their involvement with the school and find out what we can do to improve communication. Find out how they prefer to be consulted with about their child's progress and achievement <p>School Wide</p> <ul style="list-style-type: none"> Continue to use writing data as part of the inquiry cycle: What do the
Nov 2020	June 2021	Dec 2021							
38/51 (74.5%)	38/51 (74.5%)	41/51 (80.4%)							

<ul style="list-style-type: none"> • Provided focussed literacy support (explicit teaching) to accelerate the ‘cause for concern’ and ‘at risk’ students (core and more). • Collaboratively shared strategies and ideas for students that are not progressing. Writing moderation of target students. • Teachers have high expectations-creating self-belief in learners as writers • Provided a variety of opportunities to write in different text forms (particularly boys). Reading and writing across the curriculum. • Implemented assessment practices which provide feedback to the learner (learner agency). Improved student assessment capability. • Use of e-learning tools to supplement and enhance the teaching of literacy at school and at home. • Continued to increase moderation accuracy • Modelling and use of cameos so that students knew what their writing should look like. • Principal monitored teacher planning and had open dialogue with staff on how the needs of ‘at risk’ and ‘cause for concern students’ are being catered for to promote acceleration. <p>Teacher Inquiry</p> <ul style="list-style-type: none"> • Continued to apply successful strategies from ALL project (Year 1 7 2) and extended these into Year 3 of the project • Collaborative Teacher Inquiry. Used questionnaires, surveys and parent input when scanning (spiral of inquiry). 	<p>To accelerate the progress of the following priority groups as identified in the 2020 end-of-year achievement data:</p> <p>6 Female; 9 Male</p> <ul style="list-style-type: none"> • 3/6 (50%) female and 5/9 (55.6%) male who were cause for concern / at risk at the end of 2020 made accelerated progress and are working within their appropriate curriculum level. <p>5 Maori; 8 NZ / European; 2 Pasifika</p> <ul style="list-style-type: none"> • 3/5 (60%) Maori students cause for concern at the end of 2020 made accelerated progress and are working within their appropriate curriculum level. • 4/8 (50%) NZ / European students cause for concern at the end of 2020 made accelerated progress and are working within their appropriate curriculum level. • 2/2 (50%) Pasifika students' cause for concern at the end of 2020 made accelerated progress and are working within their appropriate curriculum level. <p>Six Year 2; Two Year 3; Five Year 5; One Year 6; One Year 7</p> <ul style="list-style-type: none"> • 5/6 (82.3%) Year 2 students made accelerated progress and are working within their appropriate curriculum level. • 1/2 (50%) Year 3 students made accelerated progress and are working within their appropriate curriculum level. • 1/5 (20%) Year 5 students made accelerated progress and are working within their appropriate curriculum level. • 1/1 (100%) Year 6 students made accelerated progress and are working within their appropriate curriculum level. • 1/1 (100%) Year 7 students continue to be target students 	<p>(Teacher and Students), You do (students apply new writing strategies or conventions)</p> <ul style="list-style-type: none"> • Frontloading new learning before other students. This is developing students' confidence and having multiple exposure to new learning. • Making learning visible, is improving students' understanding of learning goals and what effective writers do. • Teachers shared strategies and ideas for students that were not progressing • Use of Key Competency evaluation tool • Visual charts used to support key competency development: What does this key competency ‘look’ like? What will students be doing if they are able to manage themselves? • Focus in on a key competency during ‘core and more’ opportunities Teachers identified when students were demonstrating a key competency and used the language associated with this competency to praise • Teachers supported students to develop strategies for meeting challenges • A ‘can do’ attitude was fostered in the learning environment • Personal goal setting • Teachers having high expectations-creating self-belief in learners as writers • Teachers providing a variety of opportunities to write in different text forms (particularly boys). • Moderation of writing samples • Teachers modelled and used cameos (examples) so that students knew what their writing should look like. • Consistent use of modelling book – students able to refer back / recap previous learning 	<p>results tell us? What do we need to do? How will we do it?</p> <ul style="list-style-type: none"> • Provide focussed literacy support (explicit teaching) to accelerate students below curriculum expectation (core and more). • Observation and feedback for teachers • Continue to model and use cameos so that students know what their writing should look like. • Continue to focus on writing topics and reading material of particular interest to boys • Planning to continue to involve and reflect an element of student voice in writing topics and genres. • Structured Literacy: Better Start (Year 1) and The iDeaL Approach (Years 2-8) • Applications to RTLit, RTLB, Speech & Language as applicable (Tier 2 intervention) • Writing moderation with other schools • Continue to use e-AsTTle as a diagnostic tool, using achievement data to inform next steps. Gather and analyse writing samples each term. • Teacher planning monitored and open dialogue with staff on how the needs of students below curriculum expectation are being catered for to promote acceleration. • Writing moderation of target students (twice a term) <p>Teacher Inquiry</p> <ul style="list-style-type: none"> • Strengthen staff discussions around student learning trajectory and achievement
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<ul style="list-style-type: none"> Continued to strengthen use of 'Spiral of Inquiry'. Leaders leading collaborative inquiry and professional learning group discussions to build teacher capability Monitored the impact of support programmes Strengthened staff discussions around student learning trajectory and achievement <p>Parent Partnership</p> <ul style="list-style-type: none"> Used a variety of ways to engage parents and whānau regularly and involve them in students' learning. <p>BOT and MOE Funded Learning Support Programmes</p> <ul style="list-style-type: none"> Reading Recovery programme; Early literacy support programmes (Early words); Accelerating Learning in Literacy (ALL) <p>Professional Development</p> <ul style="list-style-type: none"> Provision for individual professional development, in class modelling, observation and feedback for teachers as required Accelerated Literacy Learning (ALL) contract with MOE; Literacy Leader Professional Development; Professional readings 		<ul style="list-style-type: none"> Consistent daily 'extra' (on top of) - frontloading. Seeing groups daily and in addition to existing programme Needs based and explicit teaching Seeing target groups when they were fresh (in the morning) – teachers being mindful of latecomers. Consistent use of scaffolds, use of exemplars, writing tools, classroom displays Teachers deliberately contacting students / whānau during covert level 4 <p>Teacher Inquiry</p> <ul style="list-style-type: none"> Spiral of Inquiry - Whole School Collaboration (united focus, collective language) Staff continued to apply successful strategies from ALL project (Year 1 & 2) and extend these into Year 3 project Collaborative Teacher Inquiry- Teachers and leaders were aware of 'at risk' and 'cause for concern' students, particularly Maori, regularly discussing and monitoring progress. <p>Parent Partnership</p> <ul style="list-style-type: none"> Parent / whānau meetings took place in April and July to discuss learning goals and progress / achievement Use of ClassDojo to promote learning partnerships with whanau/student/teachers. Face to face meetings (this continues to grow across the team) Connections with parents / whānau during covert level 4 (phone, Google Hangout, email) <p>BOT and MOE Funded Learning Support Programmes</p>	<ul style="list-style-type: none"> Use questionnaires, surveys and parent input when scanning (spiral of inquiry). Key question: What is happening for students in your classroom? Continue to strengthen use of 'Spiral of Inquiry'. Leaders leading collaborative inquiry and professional learning group discussions to build teacher capability <p>Culturally Responsive School Culture</p> <ul style="list-style-type: none"> Build 'deep, personal' relationships with Māori students in our school. Find out where they are from, their iwi affiliations, and who their whānau are. Talk with ākongā about their aspirations, their experiences at school, and their ideas for improving the school. Include contexts for learning that acknowledge our biculturalism Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning. Continue to increase visible te reo and tikanga Māori in our kura Whanaungatanga – continue to focus on building strong learning focussed relationships with the ākongā and their whānau. Utilise the experiences they bring to school. Focus on local history and tikanga. <p>Parent Partnership</p> <ul style="list-style-type: none"> Face to face conversations with parents of target students (at least twice a term) Support parents with prompts on what to ask their child about their writing. How to talk to your child
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- Reading Recovery programme – 4/5 (80%) students that received reading recovery progressed to curriculum expectation
- Early literacy support programme - (Early words) - Teacher aide;
- Accelerating Learning in Literacy (ALL) Teacher aide support in class - roving while teacher undertook work with groups

Professional Development

- Principal released teachers to undertake professional readings and collaborative discussions.
- Successful RTLB referral for teachers. Two sessions of professional development were delivered to school staff. One focused particularly on Dyslexia and ways to identify and support students who have these traits. The other was designed to increase knowledge about Structured Literacy.
- Support of mentor and continuation of network meetings
- Te Whakamānawa: developing cultural competencies in learning communities (all teaching staff).

about their learning e.g. 2 stars and a wish / 2 medals and medal

- Continue to build genuine learning-focused partnerships between students, teachers and whānau using ClassDojo to support parent feedback, interactions and learning conversations.

Professional Development / Learning

- Professional readings
- Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support
- Structured Literacy: Better Start (Year 1) and The iDeaL Approach (Years 2-8)

Resourcing

- Continue to review resources available to students below curriculum expectation to effectively meet their reading / writing needs
- Leadership of writing

Planning for next year:

- Addressing Priority Learners: identification; collaborating to better address students' learning needs; whānau engagement
- Continue with integrated learning: curriculum development encompassing an integrated curriculum, authentic learning experiences, culturally responsive and relational pedagogy
- Writing: Across 2022 increase the progress and achievement of 12 students
 - 9 Male; 3 Female
 - 2 Maori; 9 NZ / European; 1 Other
 - Two Year 2; Three Year 3; Four Year 4; Two Year 6; One Year 8