

WOODLANDS PARK SCHOOL



INCLUSIVE. COURAGEOUS. SUCCESSFUL "Poipoiā te Kakano kia Puawai"
Nurture the seed and it will blossom



Deepen inclusive practices



**Make courageous, discerning
choices with children and whanau**



**Grow children's identity as
unique, successful learners**

Analysis of Variance for the year ended 31 December 20

Success - Strategic Goal 1: *RAISING STUDENT PROGRESS AND ACHIEVEMENT*

Two percent or more of children at WPS will achieve at or above their chronological reading age.
Achieved: 95% of students achieved at or above their chronological age for Reading.

Two percent of children at WPS will achieve within expected curriculum levels.
Achieved: 90% of students achieved within their expected curriculum levels.

Five percent or more of children at WPS will achieve within expected curriculum levels.
Achieved: 94% of students achieved within the expected curriculum levels.

Reading

of school wide results

gets:

ty two percent or more of children at WPS will achieve at or above their chronological reading age.

Outcome	Analysis												
<p>eeded</p> <p>al reading age or more for 2019 = 95%</p>	<p>Deeper analysis of this result by year group revealed:</p> <p style="text-align: center;">Percentage of students achieving at or above in Reading/Chronological Age for 2019 by year group</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>End Year 1</th> <th>End Year 2</th> <th>End Year 3</th> <th>End Year 4</th> <th>End Year 5</th> <th>End Year 6</th> </tr> </thead> <tbody> <tr> <td>87%</td> <td>94%</td> <td>96%</td> <td>100%</td> <td>100%</td> <td>96%</td> </tr> </tbody> </table> <p>What was done in 2019:</p> <ul style="list-style-type: none"> •All children who are not achieving at their chronological age for reading formed part of year group/team/syndicate inquiries, with specific reference to teaching programmes, analysing progress and making adjustments made by individuals and accelerated achievement of individuals. Focus on the transition between year groups <i>learning to read</i> and <i>reading to learn</i> (typically year 4/5 and especially boys). • Accelerated learning needs of target children were also included in team/syndicate inquiries and discussed in teachers' appraisals and monitored as part of this process. 	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	87%	94%	96%	100%	100%	96%
End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6								
87%	94%	96%	100%	100%	96%								

- Structured reading sessions (focus still on learning to read) daily for at risk and underachieving children in older classes. And guided reading lessons school wide as one of our primary strategies.
- Continuation of special needs programmes to meet identified needs (Steps, Rainbow Reading, PM Reading etc).
- Continued funding for resources for new classes and to extend reading resources school-wide.
- Electronic media used further to motivate reluctant readers.
- Opportunities for capable readers..
- Explicit planning to engage children further with reading and writing through visiting authors across all age groups..
- Reading Eggs well established
- Tuakana teina across classes to support more able readers in younger classes.

Action Plan for Reading 2020

Targets :

At least fifty five percent or more of children at WPS will be reading at or above their chronological age.

Evidence that achievement levels do not drop will be determined using comparative indicators for 2020 relative to 2019 (percentage of children at or above level)

Strategic Team for Reading established to understand the importance of collective teacher efficacy and identify gaps and opportunities leading to improved understandings of "best practice" pedagogy to support teaching and learning programmes across the curriculum.

Targets set to reflect realistic trends.

Children who are not achieving at expected reading levels for age form part of a target sample for each teacher's appraisal inquiry - accelerated as part of this process.

Structured reading sessions (focus still on learning to read) daily for at risk and underachieving children in older classes

Reading Recovery teacher utilised to upskill teachers and teacher aides

Step by Step Read and Write school wide licence purchased - annual subscription - empowering tool for all students and particularly additional needs

Step by Step 60 reading programme purchased as part of LSF with support from our RTLB - training 2 x TAs and working with up to 15 students

Tuakana teina opportunities for more able children across year groups/classes

Continuation of special needs programmes to meet identified needs (Reading Recovery, Steps, Rainbow Reading etc).

Continued funding for resources for new classes and to extend reading resources school-wide.

Electronic media explored further to motivate reluctant readers.

Professional development and support for Librarian to extend opportunities for all students.

Writing

of school wide results

gets :

ty two percent or more of children at WPS will achieve within expected curriculum levels (New Zealand Curriculum, 2010)

Outcome					
Achieved within expected curriculum levels for					
Percentage of students achieving at or above in Writing for 2019 by year group					
End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	
100%	67%	100%	75%	96%	

Analysis							
Student achievement in Writing for 2019							
Curriculum Level	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	
3						49 (96%)	At or above expected Curriculum
					48 (75%)	2 (4%)	Below expected Curriculum
2			47 (67%)	68 (100%)	16 (25%)		
		53 (100%)	23 (33%)				
1	73 (100%)						
Total Count of Students: 379							

What was done in 2019:

- Team/syndicate inquiries into writing data to inform teachers' practices, heightened awareness and monitoring of children's needs in this curriculum area - focus accelerated progress.
- Differentiated professional development to build teachers' capacity to cater for children's writing in the context of additional needs (SPELD, autism, etc).
- Explicit teaching of writing skills in all year levels - learning to write/writing to learn
- Improved capacity within the school to identify assistive technology needs: RTLB deputy principal supported small groups to upskill children's assistive technology skills, and subsequent procurement of assistive technology for 6 children.
- Google Read and Write school wide licence purchased - LSF and children/staff made aware by RTLB - empowering tool for all students and particularly additional need students
- Understanding children's learning contexts (strengths and barriers) was a focus for inquiries, teacher appraisals and classroom practice.
- Whole school authors' visits popular with all ages
- Barbara Brann Literacy Building Blocks resourcing and professional development for year 0-1 teachers.
- Joy Allcock spelling system and letter (sound) recognition introduced across the school
- Continued analysis and moderation of writing using e-asTTle – school wide moderation of writing samples - vertical and horizontal.

Action Plan for Writing 2020

Targets :

At least two percent or more of children at WPS will achieve within expected curriculum levels (New Zealand Curriculum, 2010)

Evidence that achievement levels do not drop will be determined using comparative data for 2020 relative to 2019 (percentage of children at WPS achieving within expected curriculum levels)

Strategic Curriculum Teams created: understand the importance of collective teacher efficacy and identify gaps and opportunities leading to the implementation of "best practice" pedagogy to support teaching and learning programmes across the curriculum.

Writing progressions to be developed in Writing across all levels led by the writing strategic team leader, DP and iCOL teacher. Support the implementation of these progressions.

Partnership building capacity PD to be accessed

inquiry: extended to incorporate children's engagement with reading, writing and maths and their perceptions of themselves as learners
The Read and Write (schoolwide licence purchased for 2020) – all teachers to implement in their classes - empowering tool for all students
Additional need students

Para Brann Literacy Building Blocks resourcing continued; implementation and data evaluated for direction moving forward.

Malcock language (writing) and spelling data used to inform whole school and individual teachers' next steps.

Additional technology support (equipment through application and small group teaching where necessary).

Children who are not achieving the standard for writing form part of the target sample and team inquiries.

Assessment for boys underachieving in writing using BBL essential skills assessment to identify areas of need accurately.

Generated learning needs of target children included as part of teachers' appraisals and monitored as part of Teaching as Inquiry process

Authentic contexts wherever possible for writing.

Continuation of special needs programmes to meet identified needs (Steps, Phonological awareness etc), along with professional development

available, for teacher aides.

Small group targeted teaching aimed at hands-on, experiential learning for older underachieving children.

Mathematics

of school wide results

gets :

ty five percent or more of children at WPS will achieve or at expected curriculum levels (New Zealand Curriculum 2010).

Outcome
 achieved
 within expected curriculum levels for
Percentage of students achieving at or above in Mathematics for 2018 by year group

End Year 2	End Year 3	End Year 4	End Year 5	End Year 6
70%	70%	98%	97%	98%

Analysis

Student achievement in Mathematics for 2018

Curriculum Level	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	
3						51 (98%)	At or above expected Curriculum L
					62 (97%)	1 (2%)	Below expected Curriculum L
2			50 (70%)	1 (1%)			
		53 (100%)	21 (30%)				
1	73 (100%)						

Total Count of Students: 382

What was done in 2019:

- More targeted use of data to inform teaching in this area (teacher observation and formative assessments, PAT mathematics, JAM/GLOSS)

- Strategic budgeting enabled continued purchasing of curriculum resources as needed. NE classrooms established with quality maths equipment
- Team/syndicate inquiries into maths data to inform teachers' practices, heightened awareness of childrens' needs in this curriculum area.
- Team/syndicate inquiries for target groups – informing practice and generating change in progress made.
- Consistent teaching staff with well-established mathematics knowledge, pedagogical skill
- COSDMBRICS (number knowledge) groups run by 2 teacher aides
- Cross grouping for mathematics for year 5/6 children allowed for more targeted teaching to need – teachers' skills aligned with groups' needs.

Action Plan for Mathematics 2020

Targets :

At least fifty five percent or more of children at WPS will achieve within expected curriculum levels (New Zealand Curriculum, 2010).

Strategic Curriculum Teams created: understand the importance of collective teacher efficacy and identify gaps and opportunities leading to the development of "best practice" pedagogy to support teaching and learning programmes across the curriculum.

Confidence that achievement levels do not drop will be determined using comparative data for 2020 relative to 2019 (percentage of children achieving at expected curriculum level)

Children who are not achieving at their expected curriculum level for mathematics form part of the target sample and team/ syndicate inquiries. Identified learning needs of target children will be included as part of teachers' appraisals and monitored as part of this process (see above for reading and mathematics).

Continuation of horizontal and vertical moderation of OTJ process; consolidation of previous professional development in development of RIL

Withdrawal groups specifically for mathematics for identified groups of children where resources allow.

Continuation of closely targeted teaching in terms of cross-grouping where possible.

Continuation of funding for resources for new classes and to extend mathematics resources school-wide.

Continuation of teaching to make clear connections between mathematics and everyday life.