



WOODLANDS PARK SCHOOL

"Poipoia te Kakano kia Puawai" Nurture the seed and it will blossom

Analysis of Variance for the year ended 31 December 2022

SUCCESSFUL Strategic Goal 1 - Strengthen progress & achievement			
Manaakitanga	Whanaungatanga	Rangatiratanga	Kaitiakitanga
<p>RESPECT Care, kindness & serving others The foundation of success for all</p> <p>Learners demonstrate agency and self efficacy in their learning to achieve equity and excellence.</p> <p>Learners respect and value learning</p>	<p>RELATIONSHIPS Respectful Partnerships & Culturally responsive relationships</p> <p>Learners celebrate the identity of Aotearoa and are aware of their own identity & family connections through culture & language, showing commitment to Te Tiriti o Waitangi</p>	<p>LEADERSHIP Collective responsibility</p> <p>Learners are aware of their impact on others and seek opportunities to support those around them to thrive</p>	<p>GUARDIANSHIP Life -long commitment to nurturing self in order to nurture others Learners add to their HauOra kete strategies to take care (guard) their own;</p> <ul style="list-style-type: none"> • Physical (taha tinana)health • Mental & emotional (taha hinengaro)health • Family & social (taha whanau) health • Spiritual well being (taha wairua) • Land, environment & ethnicity(taha whenua)

Successful - Strategic Goal 1:

STRENGTHENING STUDENT PROGRESS AND ACHIEVEMENT

Our students at WPS will achieve within the expected levels in reading, writing and maths.

Reading:

1. *Ninety five percent or more of children at WPS will achieve at or above their expected curriculum levels.*

Actual Data: 2022 EOY Whole School: 97.6% achieving at or above expected curriculum level

Writing:

1. *Ninety two percent of children at WPS will achieve at or above expected curriculum levels.*

Actual Data: 2022 EOY Whole School: 86.8% achieving at or above expected curriculum level

Mathematics:

1. *Ninety five percent or more of children at WPS will achieve at or above expected curriculum levels.*

Actual Data: 2022 EOY Whole School: 95.3% achieving at or above expected curriculum level

Reading

Summary of school wide results

End of Year 2022 Targets:																		
1. <i>Ninety five percent or more of children at WPS will achieve at or above their Curriculum Level (New Zealand Curriculum 2010).</i>																		
2021			EOY 2022															
Mid Year assessment 2021 Reading			<p>Percentage of students achieving at or above expected curriculum levels in Reading for 2022 by year group</p> <table border="1"> <thead> <tr> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>100%</td> <td>100%</td> <td>94%</td> <td>95%</td> <td>98%</td> <td>99%</td> </tr> </tbody> </table> <p>2022 EOY Whole School: 97.6% achieving at or above expected curriculum level</p> <p><u>Actioned in 2022:</u></p> <ul style="list-style-type: none"> - All children who are not achieving at their chronological age/curriculum level for reading formed part of yearly whānau inquiries, with specific reference to teaching programmes, analysing progress made by individuals and accelerated achievement of individuals. Focus on the transition between <i>learning to read</i> and <i>reading to learn</i>. - Accelerated learning needs of target children were also included in whānau inquiries and teachers' appraisals and monitored as part of this process. 				Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	100%	100%	94%	95%	98%	99%
Year 1	Year 2	Year 3					Year 4	Year 5	Year 6									
100%	100%	94%	95%	98%	99%													
<p>Percentage of students reading achievement - within expected curriculum levels Mid Year 2021</p> <table border="1"> <thead> <tr> <th>Mid Year 1</th> <th>Mid Year 2</th> <th>Mid Year 3</th> <th>Mid Year 4</th> <th>Mid Year 5</th> <th>Mid Year 6</th> </tr> </thead> <tbody> <tr> <td>100%</td> <td>100%</td> <td>89%</td> <td>90%</td> <td>81%</td> <td>97%</td> </tr> </tbody> </table> <p>At mid year 93% of students are achieving within expected curriculum levels.</p>			Mid Year 1	Mid Year 2	Mid Year 3	Mid Year 4	Mid Year 5	Mid Year 6	100%	100%	89%	90%	81%	97%				
Mid Year 1	Mid Year 2	Mid Year 3	Mid Year 4	Mid Year 5	Mid Year 6													
100%	100%	89%	90%	81%	97%													

	<ul style="list-style-type: none"> - Significant budgeting commitment to professional development schoolwide and resourcing to support and implement the teaching of Structured Literacy - Implementation of systematic, sequential phonics programme and pedagogy throughout Woodlands Park School - all year levels - Assessment for Learning practises in classroom practice - explicit use of WALTs and Success Criteria, Modelling Books for all students - development of Student Agency - Continuation of additional needs instruction programmes to meet identified needs (Steps, Quick 60). - 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. - Tuakana teina across classes to support more able readers in younger classes.
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Action Plan for Reading 2023

<p>2023 Targets :</p> <p>1. <i>One hundred percent or more of children at WPS will be reading at or above their expected Curriculum Levels (New Zealand Curriculum, 2010).</i></p>	<ul style="list-style-type: none"> ● Strategic Team for Reading understands the importance of <i>collective teacher efficacy</i> and identify gaps and opportunities leading to shared understanding with all staff of "best practice" pedagogy to support teaching and learning programmes across the curriculum. ● Staff PD - New Staff: the Science of Reading, Phonological Practice within the Classroom Programme ● School wide teaching using Structured Literacy, The Code and Decodable Readers. ● Targets set to reflect realistic trends. ● All children who are not achieving at expected reading levels for age form part of a target sample for each teacher's inquiry - accelerated learning monitored as part of this process. ● Structured guided reading sessions (focus on learning to read) daily for at risk and underachieving children in Y3-6 classes. ● Structured guided reading sessions (focus reading to learn) daily for all children in Y3-6 classes.
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- Google Read and Write school wide licence purchased - annual subscription - empowering tool for all students and particularly additional need students.
- Quick 60 reading programme implemented with 2 TAs - targeting potentially 14 children.
- Structured Literacy teaching in Years 0-3
- Tuakana teina opportunities for more able children across year groups/classes .
- Continuation of additional needs programmes to meet identified needs (Steps, Quick 60).
- 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 our Librarian to extend opportunities for all students.

Writing

Summary of school wide results

End of Year 2022 Targets :						
1. <i>Ninety two percent or more of children at WPS will achieve within expected Curriculum Level (New Zealand Curriculum, 2010).</i>						
2021			EOY 2022			
Mid Year assessment 2021 Writing			Percentage of students achieving at or above expected curriculum levels in Writing for 2022 by year group			
Mid Year 2021 Percentage of students writing achievement - within expected curriculum levels						
Mid Year 1	Mid Year 2	Mid Year 3	Mid Year 4	Mid Year 5	Mid Year 6	
100%	100%	78%	65%	64%	67%	
At mid year 79% of students are achieving within expected curriculum levels.			2022 EOY Whole School: 86.8% achieving at or above expected curriculum level			
			<u>Actioned in 2022:</u> <ul style="list-style-type: none"> - Whanau inquiries into writing data to inform teachers' practices, heightened knowledge, awareness and monitoring of children's needs in this curriculum area - focus accelerated progress (2 sub-levels). - Identified learners in Y3 received 1 term focused group teaching - Structured Literacy and the Code to make accelerated progress. - Strategic Curriculum Teams: understand and implement the importance of <i>collective teacher efficacy</i> and identifying gaps and opportunities leading to shared understandings of "best practice" pedagogy to support teaching and learning programmes across the curriculum. 			

	<ul style="list-style-type: none"> - Assessment for Learning - pedagogy implemented schoolwide: WALTs, Success Criteria, Modelling Books, Feedforward, Reflection, Student Agency - Learning progressions implemented in Writing across all levels, led by the writing strategic team. - Term 1/3 Writing moderation using new WPS writing progressions and feedback. - Term 1/2/3/4 Writing progressions used to inform teaching and learning, report writing and learning conversations, - Writing progressions used to inform teaching and learning for students - goals and next steps - building Student Agency - Google Read and Write (schoolwide licence purchased for 2021) – all teachers to implement in their classes - empowering tool for all students and particularly additional need students. - Authentic contexts wherever possible for writing. - Barbara Brann Literacy Building Blocks using comprehensively in Y0-2 classrooms. - Structured Literacy pedagogy implemented in Y0-3 classroom teaching and learning - Use of 'the Code' to provide a sequential phonics programme throughout the school. - Assistive technology support (equipment through application and small group teaching where necessary). - All children who are not achieving the standard for writing form part of the target sample and whanau inquiries. - Accelerated learning needs of target children (achievement of 2 sub-level gain) included as part of teachers' appraisals and monitored as part of Teaching as Inquiry process. - Continuation of additional needs programmes to meet identified needs (Steps, Phonological awareness etc), along with professional development, where available, for teacher aides.
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Action Plan for Writing 2023

2023 Targets :

1. *Ninety percent or more of children at WPS will achieve within expected curriculum levels (New Zealand Curriculum, 2010).*

- Continuing whole school professional development: Assessment for Learning/Visible Learning
- Strategic Curriculum Teams implementing the importance of collective teacher efficacy and identify gaps and opportunities leading to shared understandings of “best practice” pedagogy to support teaching and learning programmes across the curriculum.
- Writing progressions used to inform teaching and learning, report writing and learning conversations
- Writing progressions used to inform teaching and learning for students - goals and next steps.
- Terms 2/4 whole school writing moderations
- Structured Literacy integrating into the progressions?
- Google Read and Write (schoolwide licence purchased for 2023) – all teachers to implement in their classes - empowering tool for all students and particularly additional need students.
- Barbara Brann Literacy Building Blocks using comprehensively in Y0-2 classrooms.
- Use of Structured Literacy and ‘the Code’ to provide a sequential phonics programmes throughout the school..
- Assistive technology support (equipment through application and small group teaching where necessary).
- All children who are not achieving the standard for writing form part of the target sample and whanau inquiries.
- Accelerated learning needs of target children (achievement of 2 sub-level gain) included as part of teachers’ appraisals and monitored as part of Teaching as Inquiry process.
- Authentic contexts wherever possible for writing.
- Continuation of additional needs programmes to meet identified needs (Steps, Phonological awareness etc), along with professional development, where available, for teachers and teacher aides.

Mathematics

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1. <i>Ninety five percent or more of children at WPS will achieve or at expected curriculum levels (New Zealand Curriculum 2010).</i>																														
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Mid Year 2021 Percentage of students mathematics achievement - within expected curriculum levels																														
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100%	100%	83%	89%	71%	88%																									
At mid year 88.5% of students are achieving within expected curriculum levels.																														

Action Plan for Mathematics 2023

2023 Targets :

1. *One hundred percent or more of children at WPS will achieve within expected curriculum levels (New Zealand Curriculum, 2010).*

- Strategic Curriculum Teams understand and implement the importance of collective teacher efficacy and identify gaps and opportunities leading to shared understandings of “best practice” pedagogy to support teaching and learning programmes across the curriculum.
- Strategic Curriculum Team introducing and all classes trialling draft WPS Mathematics Progressions
- Integrating the use of investigative approaches to teaching and learning in mathematics (Number Talks).
- Exploration and implementation of mixed ability teaching and learning groups within classroom practice.
- All children who are not achieving at their expected curriculum level for mathematics form part of the target sample and team/ syndicate inquiries.
- Accelerated learning needs of target children will be included as part of teachers’ appraisals and monitored as part of this process (see above: reading, writing and mathematics).
- PD in Numicon Years 0-4
- Continued funding for resources for new classes and to extend mathematics resources school-wide.
- Teaching to ensure classroom learning offers a range of best practice pedagogy when exploring authentic and provoking learning experiences/investigations.
- Providing opportunities for extension in the application of mathematical thinking through STEM and Digital Technologies.