



WOODLANDS PARK SCHOOL

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

Analysis of Variance for the year ended 31 December 2021

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>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:

RAISING 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.*

At mid year 92% of students are achieving within expected curriculum levels.

No assessment was carried out at the end of the 2021 year for comparison.

Writing:

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

At mid year 79% of students are achieving within expected curriculum levels.

No assessment was carried out at the end of the 2021 year for comparison.

Mathematics:

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

At mid year 88.5% of students are achieving within expected curriculum levels.

No assessment was carried out at the end of the 2021 year for comparison.

Considering the long term effect of lockdowns in Auckland 2021 and our focus on relationships and wellbeing it was decided that assessment in term

4 would not contribute any positive outcomes for our students. The data of actual achievement was gathered from mid year assessments 2021.

Reading

Summary of school wide results

End of Year 2021 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>																		
Outcome			Analysis Mid Year 2021															
End of Year assessment 2020 Reading			<p style="text-align: center;">Percentage of students achieving at or above in Reading for 2021 by year group</p> <table border="1" style="margin: auto;"> <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 style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">89%</td> <td style="text-align: center;">90%</td> <td style="text-align: center;">81%</td> <td style="text-align: center;">97%</td> </tr> </tbody> </table>				Mid Year 1	Mid Year 2	Mid Year 3	Mid Year 4	Mid Year 5	Mid Year 6	100%	100%	89%	90%	81%	97%
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<p>Percentage of students reading at or above their chronological age 2020</p> <table border="1" style="width: 100%; text-align: center;"> <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>100%</td> <td>100%</td> <td>91%</td> <td>94%</td> <td>91%</td> <td>100%</td> </tr> </tbody> </table>			End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	100%	100%	91%	94%	91%	100%				
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<p>At mid year 92% of students are achieving within expected curriculum levels.</p> <p>No assessment was carried out at the end of the 2021 year for comparison.</p>			<p><u>Actioned in 2021:</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 whanau 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 whanau inquiries and teachers' appraisals and monitored as part of this process. 															

	<ul style="list-style-type: none"> - 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 teaching strategies. - Assessment for Learning practises evident in classroom practice - explicit use of WALTs and Success Criteria for all students - Continuation of additional needs instruction programmes to meet identified needs (Reading Recovery, Steps, Rainbow Reading, Quick 60). - 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. - Tuakana teina across classes to support more able readers in younger classes.
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Action Plan for Reading 2022

<p>2022 Targets :</p> <ol style="list-style-type: none"> 1. <i>Ninety five percent or more of children at WPS will be reading at or above their expected Curriculum Levels (New Zealand Curriculum, 2010).</i>
<ul style="list-style-type: none"> ● Strategic Team for Reading understands the importance of collective teacher efficacy 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 - 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 still on learning to read) daily for at risk and underachieving children in older classes. ● 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
- Phonics programme in place 1 TA - targeting potentially 8 junior children.
- Tuakana teina opportunities for more able children across year groups/classes .
- Continuation of additional 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 our Librarian to extend opportunities for all students.

Writing

Summary of school wide results

End of Year 2021 Targets :

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

Outcome	Analysis - Mid Year 2021																		
<p>At mid year 79% of students are achieving within expected curriculum levels.</p> <p>No assessment was carried out at the end of the 2021 year for comparison.</p>	<p style="text-align: center;">Percentage of students achieving at or above in Writing for 2021 by year group</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <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 style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">78%</td> <td style="text-align: center;">65%</td> <td style="text-align: center;">64%</td> <td style="text-align: center;">67%</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><u>Actioned in 2021:</u></p> <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). - Differentiated professional development to build teachers' capacity to cater for children's writing in the context of additional needs (SPELD, autism, dyslexia etc). - Explicit teaching of writing skills in all year levels - learning to write/writing to learn. - Whole school professional development: Assessment for Learning - 150 hours - facilitator: Brian Hinchco - Cognition Education Group. - Strategic Curriculum Teams: understand and implementing the importance of collective teacher efficacy and identifying gaps and opportunities leading to shared understandings of "best practice" pedagogy to support teaching and learning programmes across the curriculum. - Term 1 Learning progressions to be trialled 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 	Mid Year 1	Mid Year 2	Mid Year 3	Mid Year 4	Mid Year 5	Mid Year 6	100%	100%	78%	65%	64%	67%						
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	<p>writing and learning conversations,</p> <ul style="list-style-type: none"> - Writing progressions used to inform teaching and learning for students - goals and next steps. - 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. - Barbara Brann Literacy Building Blocks using comprehensively in Y0-2 classrooms. - 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. - 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 teacher aides.
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Action Plan for Writing 2022

<p>2022 Targets :</p> <p><i>1. Ninety two percent or more of children at WPS will achieve within expected curriculum levels (New Zealand Curriculum, 2010).</i></p>
<ul style="list-style-type: none"> - Continuing whole school professional development: Assessment for Learning/Visible Learning - 90 hours - facilitator: Cognition Education Group. - 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. - 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.

- Terms 2/4 whole school writing moderations
- Term 3/4 reflections and review of the Writing Progressions - where does Structured Literacy integrate into the progressions?
- Google Read and Write (schoolwide licence purchased for 2022) – 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 and particularly in Y0-3.
- 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.
- Targeted teaching in Structured Literacy accessed through part-time teacher employment T1 weeks 8-11
- 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

Summary of school wide results

End Of Year 2021 Targets :						
1. <i>Ninety five percent or more of children at WPS will achieve or at expected curriculum levels (New Zealand Curriculum 2010).</i>						
Outcome	Analysis Mid Year 2021					
<p>At mid year 88.5% of students are achieving within expected curriculum levels.</p> <p>No assessment was carried out at the end of the 2021 year for comparison.</p>	Mid Year 1	Mid Year 2	Mid Year 3	Mid Year 4	Mid Year 5	Mid Year 6

	100%	100%	83%	89%	71%	88%
<p>What was done in 2021:</p> <ul style="list-style-type: none"> - 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 and 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 – progress made. - Consistent teaching staff with well-established mathematics knowledge, pedagogy and skill. - Maths Magicians (number knowledge) groups run by 2 teacher aides. - Numicon run by 2 teacher aids within 2 classrooms - Cross grouping for mathematics for year 5/6 children (final year) for targeted teaching to need – teachers' skills aligned with groups' needs. 						

Action Plan for Mathematics 2022

<p>2022 Targets :</p> <p>1. <i>Ninety five percent or more of children at WPS will achieve within expected curriculum levels (New Zealand Curriculum, 2010).</i></p>
<ul style="list-style-type: none"> - 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 working on the development of WPS Mathematics Progressions - Integrating the use of investigative approaches to teaching and learning in mathematics. - 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). - Data information used to create withdrawal groups specifically for mathematics for identified groups of children where resources allow - Maths Magicians and Numicon

- PD in Numicon
- Continued funding for resources for new classes and to extend mathematics resources school-wide.
- Teaching to ensure classroom learning offers a range of authentic and provoking learning experiences/investigations.