



# WOODLANDS PARK SCHOOL

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

## Analysis of Variance for the year ended 31 December 2023

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

## **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. *One hundred percent or more of children at WPS will achieve at or above their expected curriculum levels.*

**Actual Data: 2023 EOY Whole School: 99% achieving at or above expected curriculum level**

#### ***Writing:***

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

**Actual Data: 2023 EOY Whole School: 92% achieving at or above expected curriculum level**

#### ***Mathematics:***

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

**Actual Data: 2023 EOY Whole School: 99% achieving at or above expected curriculum level**

# Reading

## Summary of school wide results

| End of Year 2023 Targets:   |  |        |        |        |        |        |        |      |      |     |     |     |      |
|---|--|--------|--------|--------|--------|--------|--------|------|------|-----|-----|-----|------|
| 1. <i>One hundred percent or more of children at WPS will achieve at or above their Curriculum Level (New Zealand Curriculum 2010).</i>   |  |        |        |        |        |        |        |      |      |     |     |     |      |
| 2023  | EOY 2023   |        |        |        |        |        |        |      |      |     |     |     |      |
| <p>Mid Year - school wide 93% of students were achieving at or above their expected curriculum level</p> <p>EOY - 76% of students have progressed 1 or more sublevels in reading over the year (curriculum shift)</p> <ul style="list-style-type: none"> <li>although 99% are working at or above their expected curriculum level 24% did not shift curriculum levels (although they made progress)</li> <li>AsTTLe progressive or PAT online assessments will be used in 2024 (assessment that isn't restrictive for high achieving students)</li> </ul> | <p><b>Percentage of students achieving at or above expected curriculum levels in Reading for 2023 by year group</b></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>98%</td> <td>98%</td> <td>98%</td> <td>100%</td> </tr> </tbody> </table> <p><b>2023 EOY Whole School: 99% achieving at or above expected curriculum level</b></p> <p><u>Actioned in 2023:</u></p> <ul style="list-style-type: none"> <li>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>.</li> </ul> | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | 100% | 100% | 98% | 98% | 98% | 100% |
| Year 1  | Year 2   | Year 3 | Year 4 | Year 5 | Year 6 |        |        |      |      |     |     |     |      |
| 100%  | 100%   | 98%    | 98%    | 98%    | 100%   |        |        |      |      |     |     |     |      |

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|  | <ul style="list-style-type: none"> <li>- Significant budgeting commitment to professional development for any teachers who require this - Little Learners Love Literacy and resourcing to support and implement the teaching of Structured Literacy and the Code</li> <li>- Systematic phonological screening of all NE and year 1 children - providing baseline data of phonological and phonemic awareness</li> <li>- Implementation of systematic, sequential phonics programme and pedagogy throughout Woodlands Park School - all year levels</li> <li>- Assessment for Learning practises in classroom practice - explicit use of WALTs and Success Criteria, Modelling Books for all students - development of Student Agency</li> <li>- Electronic media used further to motivate reluctant readers.</li> <li>- Opportunities for capable readers.</li> <li>- Explicit planning to engage children further with reading and writing through visiting authors across all age groups.</li> <li>- Tuakana teina across classes to support more able readers in younger classes.</li> </ul> |
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**Action Plan for Reading 2024**

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| <p><b>2024 Targets :</b></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"> <li>● 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.</li> <li>● Staff PD - New Staff: the Science of Reading, Little Learners Love Literacy, Phonological Practice within Classroom Programmes</li> </ul> |

- Embedding the continuation of school wide teaching using Structured Literacy, The Code and Decodable Readers.
- Creation and introduction of Woodlands Park School Reading Progressions.
- Assessment tools aligned with Structured Literacy - Reading are being accessed and used to inform teaching and learning.
- 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.
- Google Read and Write school wide licence purchased - annual subscription - empowering tool for all students and particularly additional need students.
- Tuakana teina opportunities for more able children across year groups/classes .
- Continuation of additional needs programmes to meet identified needs).
- 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.
- Meet the needs of our students and ensure that we meet the legislative requirements of time allocation to Literacy - Reading

# Writing

## Summary of school wide results

| End of Year 2023 Targets :   |  |        |        |        |        |        |        |      |      |     |     |     |     |
|--|--|--------|--------|--------|--------|--------|--------|------|------|-----|-----|-----|-----|
| 1. <i>Ninety percent or more of children at WPS will achieve within expected Curriculum Level (New Zealand Curriculum, 2010).</i>  |  |        |        |        |        |        |        |      |      |     |     |     |     |
| 2023   | EOY 2023   |        |        |        |        |        |        |      |      |     |     |     |     |
| <p>Mid Year - school wide 86.8% of students were achieving at or above their expected curriculum level</p> <p>EOY - 94% of students have progressed 1 or more sublevels in writing over the year</p> | <p><b>Percentage of students achieving at or above expected curriculum levels in Writing for 2023 by year group</b></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>94%</td> <td>87%</td> <td>86%</td> </tr> </tbody> </table> <p><b>2023 EOY Whole School: 92% achieving at or above expected curriculum level</b></p> <p><u>Actioned in 2023:</u></p> <ul style="list-style-type: none"> <li>- 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).</li> <li>- 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.</li> </ul> | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | 100% | 100% | 94% | 94% | 87% | 86% |
| Year 1   | Year 2   | Year 3 | Year 4 | Year 5 | Year 6 |        |        |      |      |     |     |     |     |
| 100%   | 100%   | 94%    | 94%    | 87%    | 86%    |        |        |      |      |     |     |     |     |

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|  | <ul style="list-style-type: none"><li>- Assessment for Learning - pedagogy implemented schoolwide: WALTs, Success Criteria, Modelling Books, Feedforward, Reflection, Student Agency</li><li>- Learning progressions have been revised and continue with implementation in Writing across all levels, led by the writing strategic team.</li><li>- Learning progressions have links with structured literacy pedagogy.</li><li>- Term 1/3 Writing moderation using new WPS writing progressions and feedback.</li><li>- Term 1/2/3/4 Writing progressions used to inform teaching and learning, report writing and learning conversations.</li><li>- Writing progressions used to inform teaching and learning for students - goals and next steps - building Student Agency</li><li>- 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.</li><li>- Authentic contexts wherever possible for writing.</li><li>- Barbara Brann Literacy Building Blocks using comprehensively in Y0-2 classrooms.</li><li>- Structured Literacy pedagogy implemented in Y0-3 classroom teaching and learning, and where needed in Y4-6 depending on the needs of our students.</li><li>- Use of 'the Code' to provide a sequential phonics programme throughout the school.</li><li>- Assistive technology support (equipment through application and small group teaching where necessary).</li><li>- All children who are not achieving the standard for writing form part of the target sample and whanau inquiries.</li></ul> |
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|  | <ul style="list-style-type: none"> <li>- 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.</li> <li>- Introductory PD for Writer's Toolbox - to be implemented and full professional development programme in 2024</li> </ul> |
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### **Action Plan for Writing 2024**

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| <p><b>2024 Targets :</b></p> <p><i>1. 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"> <li>- School wide professional development in Writer's Toolbox.</li> <li>- Strategic Curriculum Teams continue to 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.</li> <li>- Writing progressions used to inform teaching and learning, report writing and learning conversations.</li> <li>- Writing progressions used to inform teaching and learning for students - goals and next steps.</li> <li>- Terms 2/4 whole school writing moderations.</li> <li>- Continued refinement and alignment of the Writing Progressions with Structured Literacy.</li> <li>- 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.</li> <li>- Barbara Brann Literacy Building Blocks using comprehensively in Y0-2 classrooms.</li> <li>- Use of Structured Literacy and 'the Code' to provide a sequential phonics programmes throughout the school.</li> <li>- Assistive technology support (equipment through application and small group teaching where necessary).</li> <li>- All children who are not achieving the standard for writing form part of the target sample and whanau inquiries.</li> <li>- 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.</li> <li>- Authentic contexts wherever possible for writing.</li> <li>- Meet the needs of our students and ensure that we meet the legislative requirements of time allocation to Literacy (Writing)</li> </ul> |



# Mathematics

## Summary of school wide results

| End Of Year 2023 Targets :   |   |            |            |            |            |            |            |      |      |     |      |     |      |
|--|---|------------|------------|------------|------------|------------|------------|------|------|-----|------|-----|------|
| 1. <i>One hundred percent or more of children at WPS will achieve or at expected curriculum levels (New Zealand Curriculum 2010).</i>  |   |            |            |            |            |            |            |      |      |     |      |     |      |
| 2023   | EOY 2023  |            |            |            |            |            |            |      |      |     |      |     |      |
| <p>Mid year - school wide 97% of students were achieving at or above their expected curriculum level</p> <p>EOY - 91% of students have progressed 1 or more sublevels in mathematics over the year</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>97%</td> <td>100%</td> <td>97%</td> <td>100%</td> </tr> </tbody> </table> <p><b>2023 EOY Whole School: 99% achieving at or above expected curriculum level</b></p> <p><u>Actioned in 2023:</u></p> <ul style="list-style-type: none"> <li>- Assessment for Learning pedagogy embedding into classroom teaching and programmes: walts, goals, modelling books, success criteria.</li> <li>- Introduction of the Mathematics progressions.</li> <li>- Targeted use of data to inform teaching in this area (teacher observation and formative assessments, PAT mathematics, JAM/GLOSS).</li> <li>- Strategic budgeting enabled continued purchasing of curriculum resources as needed and NE classrooms established with quality maths equipment.</li> <li>- Team/syndicate inquiries into maths data to inform teachers' practices, heightened awareness of childrens' needs in this curriculum area.</li> </ul> | Mid Year 1 | Mid Year 2 | Mid Year 3 | Mid Year 4 | Mid Year 5 | Mid Year 6 | 100% | 100% | 97% | 100% | 97% | 100% |
| Mid Year 1   | Mid Year 2  | Mid Year 3 | Mid Year 4 | Mid Year 5 | Mid Year 6 |            |            |      |      |     |      |     |      |
| 100%   | 100%  | 97%        | 100%       | 97%        | 100%       |            |            |      |      |     |      |     |      |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>- Team/syndicate inquiries for target groups – informing practice and generating change – progress made.</li> <li>- Number Talks embedded into mathematics sessions - developing creative thinking, dialogue, deeper understanding of knowledge and strategies through explanation and discussion.</li> <li>- Maths Magicians (number knowledge) groups run by 2 teacher aides.</li> <li>- Numicon pedagogy purposefully used in T3 for a 10 week trial, with a target group of students identified from midyear data as a trial for introducing school wide. Progress was monitored and analysis of results examined</li> </ul> |
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### Action Plan for Mathematics 2024

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|---|--|
| <p><b>2024 Targets :</b></p> <p>1. <i>One hundred 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"> <li>- 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.</li> <li>- Strategic Curriculum Team to continue refining WPS Mathematics Progressions</li> <li>- Professional development and the purchase of resources to implement Numicon teaching practices in Years 0-4</li> <li>- Continued integration using investigative approaches to teaching and learning in mathematics (Number Talks).</li> <li>- Exploration and implementation of mixed ability teaching and learning groups within classroom practice.</li> <li>- All children who are not achieving at their expected curriculum level for mathematics form part of the target sample and team/ syndicate inquiries.</li> <li>- 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).</li> <li>- Teaching to ensure classroom learning offers a range of best practice pedagogy when exploring authentic and provoking learning experiences/investigations.</li> <li>- Providing opportunities for extension in the application of mathematical thinking through STEM and Digital Technologies.</li> <li>- Meet the needs of our students and ensure that we meet the legislative requirements of time allocation to Mathematics and Statistics</li> </ul> |

