



## Statement of Variance Mathematics 2022

<b>School Name:</b>	Whenuapai	<b>School Number:</b>	1572
<b>Strategic Aim:</b>	Strategic Goal 3 Build exceptional student achievement through high quality culturally sustainable teaching and learning		
<b>Annual Aim:</b>	<ul style="list-style-type: none"><li>• Ensure consistency of established learning programmes within the school</li><li>• Embedding school wide practices that show a consistent learning journey from Year 1-8</li><li>• Systematic tracking and monitoring through HERO of each student's progress timely interventions occur to ensure students can identify next steps and achieve personal excellence</li><li>• Continue to use coaching models as a driver for sustaining professional practice and grow teacher efficacy to accelerate progress for all learners</li></ul>		
<b>Target:</b>	<ul style="list-style-type: none"><li>• By the end of 2022 93% of our tamariki will be achieving at or above expectation in Mathematics.</li><li>• Specific Target Areas. By the end of 2022:<ul style="list-style-type: none"><li>o Year 8 cohort will have 76% of the tamariki achieving at or above expectation in mathematics.</li><li>o Māori Tamariki - 88% of the Tamariki will be at or above expectation in Mathematics.</li></ul></li></ul>		
<b>Baseline Data:</b>	<ul style="list-style-type: none"><li>• 2021 Whole School achievement in Mathematics 85% at / above (data from Mid 2021)</li><li>• Areas for future development:<ul style="list-style-type: none"><li>o Year 8 cohort achievement 66% at / above</li><li>o Māori Tamariki achievement 78% at / above</li></ul></li></ul>		

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Built their efficacy around Pr1me and are continuing to develop their understanding of using this programme to ensure teachers are using it to its full potential.</p> <p>We have had lead teachers visiting other schools this year to specifically observe Pr1me and discuss assessment.</p> <p>This has then led the Pr1me Professional Learning Group to begin developing an early maths assessment based on Pr1me assessment and other early numeracy assessments.</p> <p>We have continued to use the goals on Hero regularly and mark these off once they have been mastered by the students.</p> <p>Before the start of the year we also held an introduction to PR1ME workshop covering the use of the online tools and Interactive Whiteboard settings, the reasons we use PR1ME and our journey so far, and how the books should be used to support learners filtering down from planning, to modeling, and finally student follow ups.</p> <p>The PLG created resources for the teachers to use when teaching. These included the resources that are discussed in the teacher guides. We also made vocabulary cards from the glossary for teachers to put in their room once they have taught an idea. This way, the language that is being used when teaching strategies or skills is present in their daily interactions.</p>	<p>At the end of 2022 89.79 of our tamariki are at or above the expected level in Mathematics:</p> <p>Year 1: 100%  Year 2: 100%  Year 3: 79.41%  Year 4: 90.67%  Year 5: 69.57%  Year 6: 96.36%  Year 7: 91.31%  Year 8: 79.07%</p> <ol style="list-style-type: none"> <li>1. Our goal for 2022 was that 93% of all tamariki would be achieving at or above expected level in maths. As you can see, only 89.79% of students were achieving at or above expected level by the end of 2022. <b>Goal not achieved.</b></li> <li>2. Year 8 cohort will have 76% of tamariki achieving at or above expectations in mathematics. We achieved this goal which is pleasing with 79.07% of these students achieving at or above expected levels. <b>Goal achieved</b></li> <li>3. Maori tamariki will have 88% of learners achieving at or about expectations in mathematics. 75.6% of Maori learners achieved at or above expectations for mathematics. <b>Goal not achieved</b></li> </ol> <p>From the achievement data we have noticed that both the year 3 and year 5 data from 2021 is lower than we would like it to be. We have added a new goal for the achievement level of the year 4 and 6 cohorts in 2023 to have extra support.</p>	<p>All students who were attending Whenuapai School in Year 2 were working on a 1A (Year 1) PR1ME book. These students have completed the majority of a 1B (Year 2) PR1ME book, with some moving onto a 2A (Year 3) PR1ME book. Students working at these levels mean they are working at the curriculum level they are expected to be working at. The drop from year two to year three is because the assessment is not suitable for that age and cannot give us the data we want. This is causing the gap to widen for those who are working towards where they need to be and those who have gaps that need to be filled.</p> <ol style="list-style-type: none"> <li>1. The data can be split into males and females. 91.1% of males were achieving at or above expectations. This was 237 out of the 260 students. 89.2% of females were achieving at or above expectations. This was 224 out of 251 students.</li> <li>2. The breakdown for the year 8 students can be split in male and female. 73% of males were at or above expectation and 82.1% of females were at or above expectations. Of the males who were working toward meeting expectations, all four students were working in two or more of their curriculum areas. Of the females who were working towards meeting expectations in maths, only one was working towards expectations in other areas.</li> <li>3. Out of the 20 Māori learners who were below expectations in mathematics, 10 of them can be classified as behavioural, pastoral or learning needs students. One student in particular was</li> </ol>	<p>After looking at this data, we have been able to come up with some things that the Maths leaders, teachers in the maths PLG, and all classroom teachers will be able to do throughout the year to support our tamariki and potentially raise the achievement levels of all learners. These next steps are aimed to raise the achievement of all learners and will impact all learners, irrespective of what cohort, nationality, or gender.</p> <ul style="list-style-type: none"> <li>• Create a plan and resources that will support teachers in year 4 &amp; 6 to support those learners who are currently below expectations. This is due to the low percentage of students who aren't achieving at or above the expected curriculum level.</li> <li>• Visit other schools who are currently using the PR1ME program and see what interventions they are using to propel the learners who need extra support.</li> <li>• We have created/bought a range of resources to support teachers when they are teaching the different strategies/skills to ensure the learners have what they need. These resources have been re-distributed and spoken about at whole staff meetings to try getting them used.</li> <li>• Teachers are guided to use the goals of Hero as the areas to teach. These are to inform about gaps students have, and direct planning to ensure effective teaching is taking place.</li> </ul>

<p>We have orientated new staff as they have joined the team throughout the year.</p> <p>In Term 2, the PLG worked towards sharing the Whenuapai Maths Model with the community at our schoolwide curriculum presentation evening. This involved a presentation on the PR1ME program and what it looks like at our school, followed by small workshops and Q and A opportunities with our team in the classroom.</p> <p>We are currently working on creating junior assessment resources that are tailored to the PR1ME program and observing the teaching of PR1ME at Scott Point school</p>		<p>absent 51.06% of school days. 11 students were below 75% attendance at school throughout the year.</p>	<p>What impact is there on current and ongoing teaching practice as a result of the actions taken and the results?</p> <ul style="list-style-type: none"> <li>• Year 1 &amp; 2 students are within level one by default. We will use the ECAT (Early Counting Assessment Tool) to identify those who need early intervention. This will potentially bridge any foundational gaps and support further learning.</li> <li>• Hero goals need to be edited to make them more user friendly. Some need to be turned from one big goal to 2 smaller ones so that student needs are specific to inform what teaching needs to take place.</li> <li>• We are able to identify students of concern. This means we can target teaching to focus on areas that have high levels of underachievement.</li> <li>• Tracking templates are being created that relate explicitly to assessments that are relevant to teaching. This will support the identification of gaps in students' learning and develop the understanding of student needs → Hero Goals → Planning and teaching.</li> </ul> <p>Have you identified any ongoing teacher or student needs?</p> <ul style="list-style-type: none"> <li>• Supplementary chapters in the PR1ME books will be taught to ensure potential gaps are being filled.</li> <li>• Enroll teachers into the PR1ME induction seminars to ensure they know how they can teach this effectively.</li> </ul> <p>What funding/resourcing may be necessary to support identified actions and needs?</p> <ul style="list-style-type: none"> <li>• Look into creating an intervention group to accelerate students that are currently working on the K book.</li> </ul>
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- Increase hands-on resourcing especially in junior school.
- Increase play-based learning games for independent learning.
- Increase student agency in senior school utilising google classroom and agentic rubrics.
- Upskill new teachers.
- Utilise tracking sheets to identify gaps sooner
- Increase use of supplementary booklets to increase strand knowledge.

### Planning for next year:

Provide a description of the actions the board will take to address any targets that were not achieved. This may involve including aims and targets in next year's planning document to address the variance.

For 2023 Whenuapai School will need to use the information in the evaluation part of this report. The main areas we need to focus on are:

- Visiting other schools that run PR1ME to see what they are doing to support the learners who are working at levels lower than the expectation.
- Continue upskilling new teachers and ensure they are able to teach to an effective level.
- Create interventions for target students that will be able to support them to accelerate their progress.

#### Target areas for 2023:

**Year 4 79%**

**Year 6 70%**

**Maori Learners 76%**

Goals for 2023:

1. That the year 4 and 6 cohorts will have 85% of students achieving at or above expected level in mathematics. The reason we have chosen this goal is because they are a cohort level that have been identified as having a high number of students who are not achieving at the expected level. We want to ensure there are systems put in place to ensure these students are having any needs met with their learning and support the teachers to do this effectively.
2. That the Maori Cohort will have 85% of students achieving at or above expected level in mathematics. The reason we have chosen this goal is because in 2022, only 75.6% of Maori learners were achieving at or above the expected level in math. We believe that the structures we aim to put in during 2023 will be able to support these learners to achieve their goals.
3. Year 1 and 2 cohorts will have an assessment structure in place to identify any learners who require intervention early so we can fill any gaps that they may have to build a strong base of knowledge for them to begin their education with. We have chosen this goal as there is a big discrepancy between data as students move from being year two to year three. The teachers who are teaching these students are able to identify the gaps learners have but don't have a formal PR1ME test. These tests have a high level of reading and are designed to be completed independently and the ECAT assessment is teacher driven and will support the students to share what they know effectively.

## Statement of Variance Reading 2022

<b>School Name:</b>	Whenuapai	<b>School Number:</b>	1572
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<b>Strategic Aim:</b>	<p><b>Strategic Goal 3</b></p> <p><b>Build exceptional student achievement through high quality culturally sustainable teaching and learning.</b></p>
<b>Annual Aim:</b>	<p>Ensure consistency of established learning programmes within the school</p> <p>Embedding school wide practices that show a consistent learning journey from Year 1-8</p> <p>Systematic tracking and monitoring through HERO of each student's progress timely interventions occur to ensure students can identify next steps and achieve personal excellence</p> <p>Continue to use coaching models as a driver for sustaining professional practice and grow teacher efficacy to accelerate progress for all learners</p>
<b>Target:</b>	<p>By the end of 2022 95% of our tamariki will be achieving at or above expectation in Reading.</p> <p>Specific Target Areas. By the end of 2022:</p> <p>Year 5 cohort will have 93% of the tamariki achieving at or above expectation in Reading.</p> <p>Year 8 cohort will have 83% of the tamariki achieving at or above expectation in Reading</p>
<b>Baseline Data:</b>	<p>2021 Whole School achievement in Reading: 90% at / above (data from Mid 2021)</p> <p>Areas for future development</p> <p>Year 5 cohort: achievement 83% at / above</p> <p>Year 8 cohort: achievement 73% at / above</p>

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p><b>Spiral of Inquiry</b> Implement Whenuapai Spiral of Inquiry centered around the Professional Learning Groups exploring, trialing and reviewing new practice.</p> <p><b>Professional Development</b> To develop and strengthen teacher knowledge and capability in the teaching of Reading - with a particular focus on Structure Literacy.</p> <ul style="list-style-type: none"> <li>Literacy leaders to provide workshops for new staff on Structure Literacy.</li> <li>Teachers to observe good practice within our school.</li> <li>Teacher practice to be observed by Literacy Leaders - suggestions and feedback provided.</li> </ul> <p><b>Student Learning Goals</b> Teachers to establish SMART goals for their students who are currently not meeting expectations.</p> <ul style="list-style-type: none"> <li>specific,</li> <li>measurable,</li> <li>achievable,</li> <li>relevant,</li> <li>time bound.</li> </ul> <p>The goals will be used to direct the student learning programme Teachers to review student achievement and their programme adaption through the Spiral of Inquiry process. Goals will be tracked, measured and reviewed each term to monitor for accelerated learning progress. Team meeting's purpose is to share progress and set next steps for target groups.</p>	<p>At the end of 2022 81% of our tamariki are at or above the expected level in Reading::</p> <p>Year 1: 82.81% Year 2: 51.52% Year 3: 72.06% Year 4: 92% Year 5: 80% Year 6: 98.14% Year 7: 86.67% Year 8: 88.37%</p> <p><b>Further Breakdown Gender</b> Male 79% Female 85%</p> <p><b>Ethnicity</b> Maori 70% Pasifika 92% Asian 88% European 79%</p> <p>By the end of 2022 95% of our tamariki will be achieving at or above expectation in Reading. - <b>Goal Not achieved - 81%</b></p> <p>By the end of 2022:Year 5 cohort will have 93% of the tamariki achieving at or above expectation in Reading. - <b>Goal not achieved - 80%</b></p> <p>Year 8 cohort will have 83% of the tamariki achieving at or above expectation in Reading - <b>Goal Achieved - 88.37%</b></p>	<p>Our first full year has ended well. Although we have not achieved all the targets set, we are now assessing against 469 students (2022) vs 413 (2020) (March Roll Return figures)</p> <p>This year we have used goals and assessments that are aligned with all our teaching and learning programmes to monitor students progress. As a result our assessment procedures are robust, reliable and we believe more accurate than previous years data collection methodology and results.</p> <p>Also, 2022 is the first year we have included achievement data for our Year 0-2 students in reading.</p> <p>We believe our data is accurate because we have introduced data moderation systems across all year levels.</p> <p>This year was the first year for our core learning programmes to be fully rolled out. The previous 2 years have been years of pedagogical growth for teachers and the refinement of the programmes to suit the needs of our learners. In 2022 we focused on creating sustainable programmes and tweaking them to address the wide range of learner needs.</p> <p>Record an analysis of your results and discuss the possible reasons for any difference in the aims and targets set in your charter and the outcomes you have achieved.</p> <p>You might like to consider the following questions:</p>	<p>Based on the outcomes and the reasons for these, what will you do the same/ differently next year?</p> <p><b>Differently:</b></p> <ul style="list-style-type: none"> <li>Regular observations of reading and feedback from PLG leaders</li> <li>Regular PD within the school led by PLG group</li> <li>Regular, weekly meetings with RTLB about implementing the code within our reading programs</li> </ul> <p><b>Same:</b></p> <ul style="list-style-type: none"> <li>Evaluating and editing hero goals for specific achievement objectives across year levels</li> <li>Encouraging teachers to build self efficacy with their reading programmes</li> <li>More teams are beginning to trial collaborative reading programs to improve their own practice and efficacy</li> <li>Using the Hero goals to inform planning</li> </ul> <p>What impact is there on current and ongoing teaching practice as a result of the actions taken and the results?</p> <ul style="list-style-type: none"> <li>The members of our PLG's are focused on these targets and constantly reflecting on our practice. This year we will be refocusing our goals to accurately support this year's target cohorts and improving achievement data.</li> </ul> <p>Have you identified any ongoing teacher or student needs?</p> <ul style="list-style-type: none"> <li>Teacher needs - continue with PD within the school. Using CRT and PLG to support other teachers and their practices.</li> <li>Continue to refine and cement assessment practices to monitor and direct learning programmes.</li> </ul>

<p>Goals will be shared with the tamariki and their whanau through Hero. Created more benchmarks within Level 1 of the curriculum. Identified where each child is at more accurately and identify students of concern sooner. Split the children into groups based on their phonics knowledge. Extra phonics session used to accelerate the students' learning and progress. Inputted our Reading data onto our team tracking sheet. Monitoring the progress of each student and has shown how far each student has come.</p> <p>Trialed a collaborative delivery of Reading across the year 2 team.</p> <p>Utilised time with a teaching assistant to support our students working towards the standard, and gave them a double dose of Reading four times a week.</p> <p>Building on reading comprehension strategies highlighted in our reading goals on Hero.</p> <p>Structured literacy framework for students that needed acceleration in their foundational reading strategies.</p> <p>Utilising tuakana teina relationships in the classroom has empowered students to help their peers, which has improved students engagement and reading capabilities.</p> <p>Formed target groups and students of concern, discussed these regularly in team meetings, and shared ideas and resources for reading activities that integrated student interests and inquiry.</p>		<p>Why did you get (or not get) the outcomes you thought you would?</p> <ul style="list-style-type: none"> <li>• Breaking Level 1 into smaller benchmarks has made our data more accurate and highlights students that are at risk of being below. This will help us implement changes to programmes to accelerate these students.</li> <li>• The 2022 year 1 students had 4 students that were on the cusp of being year 0 or year 1. These students are behind where a child that has had a full year at school should be - they have only had 3 terms at school. The parents of these students wanted their children to move to year 1 for 2022. The 2022 year 1 students have 4 ESOL students that are still developing their understanding of English.</li> <li>• The 2022 year 32 students have 16 female and 16 male students that are behind where they should be. Of these students, 10 were ESOL. 1 child returned to school in term 4 after being homeschooled and 3 students had a large amount of time off school, indicating attendance as a factor.</li> <li>• The 2022 year 4 cohort had 19 students that are below where they should be. 4 of these students are ESOL. 11 of these students are female and 8 are male. 6 of these students started at Whenuapai school in 2022. The 2022 year 3 cohort had an achievement target of 73% which was not achieved and had the group sitting at 72.06%.</li> <li>• The year 8 cohort met and beat their predicted achievement objectives by 5%. When reflecting upon the year, we noticed that there were significant changes and adaptations that were made to support the diverse needs of learners within their classroom by their teachers.</li> <li>• Year 8's had 2 years with the same teacher - already had the relationships, routines and programme up and running right from day one. This meant that teachers had significant knowledge to support their practice about a</li> </ul>	<p>What funding/resourcing may be necessary to support identified actions and needs?</p> <ul style="list-style-type: none"> <li>• Observations at other schools to witness strong and effective reading programmes schoolwide.</li> <li>• Purchase Decodables - senior text to support students who are currently below expectations.</li> </ul> <p><b>Target areas for 2023:</b>  <b>Year 3 51%</b>  <b>Year 4 72%</b>  <b>Year 6 80%</b></p> <p>In Year 1 &amp; 2, all students are working within Level 1, which is technically recognised as 'At', however, to improve our accuracy of tracking and data collection we have broken Level 1 into 3 different benchmarks that align with our Literacy Pathway. This will help teachers identify students of concern sooner and make changes to their programme to accelerate their learning.</p> <p>This data shows that our year 2's need accelerated learning programmes, however, we feel our 2023 year 2's will be much more prepared for their learning by having a full year of quality literacy and math.</p> <p>Our 2023 year 4's will need ongoing targeted programmes in 2023, in particular to support our Māori learners engaging and motivating them to attend school.</p> <p>In 2023, the year 6 cohort will need continued support to provide an engaging programme which is tailored to the diverse needs of students. This will look like adapted programmes, learning activities, and continued reflection on the progress of target learners in reading.</p> <p>Overall we know our inquiry whakatauki have provided flexible platforms to deliver all other</p>
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SPELD reading online books for target students (Supported by Learning assistants).

RTLB workshopping around reciprocal reading in Room 4 (whole class and supporting target learners).

Literacy contracts, which are differentiated according to a student's needs, and student tracking sheets that students can monitor and report back on their learning.

- range of students with different learning needs.
- In year 8, learners were double dipped and had exposure to groups, texts, and activities that were more challenging. Students with significant learning needs in year 8 were supported with other programs such as LLLL to help close the gaps with learning deficits.
  - The Year 8 teachers focused on a student centered approach to their literacy program by promoting agentic procedures such as contracts for independent learning which supported the maintenance of literacy skills. This involved students being accountable for their own learning with the introduction of literacy contracts. These contracts empowered students to take control of their own learning. Additionally, teachers would adapt these contracts to the needs of their learners specific to their behavioral and learning needs.
  - Alternatively, our year 5 cohort did not achieve our expected achievement objectives by the end of 2022; missing the predicted achievement objective by 13%.
  - In 2022, the year 5 cohort introduced a specialist programme. 20% of the week is taken up with the specialist programme. (Year 5) Student behavior had a significant negative impact on the routines and literacy programs across the 3 classes. Behavior witnessed was disruptive.
  - The analysis of data shows that 12 students did not meet expectations for year 5 in 2022. Of those students, 9 were male and 3 were female. Amongst these students, 4 come from difficult home backgrounds which can be disruptive to their learning or ability to focus in the classroom. 2 students have an ESOL assessment whilst 3 others predominantly speak another language at home. 2 students also have significant learning and behavioral difficulties which can hinder their ability to keep up with the learning in class. The data suggests that these students have significant circumstances which can impact their

areas of the curriculum. Our students have guided the learning in Social Sciences (including NZ Aotearoa Histories), Science, Technology, The Arts and Health and PE this year. We have now reflected on these areas and are pathing the local curriculum based on this information for 2023. We look forward to another exciting year ahead in 2023.



learning and ability to concentrate in class. In turn, this can significantly impact the classroom environment for themselves and other students.

Which strategies worked well and had a significant impact on your progress in achieving your target? Why do you think this was the case?

- Breaking Level 1 into smaller milestones, made our data more accurate than previous years. This has ensured teachers are more accurate with their mid and end of year reporting and can accelerate learners where necessary.
- We will be ensuring target students are building up their reading mileage by attending extra sessions either with the teacher or TA.
- Year 6 cohort had successful data - strong programmes running and high expectations of their students from teachers.
- Amongst our senior school, the introduction of more student centered reading programs, reciprocal reading, and the SMART goals helped the year 6, 7, and 8 cohorts achieve their expected achievement objective. Teachers worked hard to upskill themselves in learner agency and reciprocal reading to increase the learner retention in the classroom. Some teachers also found the SPELD program to be helpful for target learners in increasing their confidence in spelling.
- In classrooms which had a TA, teachers found the double dosing of target learners made a significant difference in the confidence of their students. This was reflected in classroom activities and tasks as the students demonstrated improvements within their reading skills.
- The use of LLLL in the senior school helped target learners learn foundational literacy skills to aid in decoding.

Which strategies were not effective and had little

or no impact in achieving your target? Why do you think this was the case?

- This year, the reading PLG group will need to investigate what planning and teaching strategies were not effective in our year 3 and year 5 cohort from last year. Similarly, we will also investigate what worked well for the likes of our year 4 and our year 6 cohort. We will do this by meeting with previous years teachers and making time to observe reading within the school. Within our PLG group, we will start an inquiry into effective reading programs within our target cohorts for this year.

### Planning for next year:

Provide a description of the actions the board will take to address any targets that were not achieved. This may involve including aims and targets in next year's planning document to address the variance.

Possible actions:

- During 2023 we plan to continue our teacher professional development in relation to Little Learner Love Literacy (Structured Literacy). The Year 1 data proves that the programme works so we will invest in staff professional development. To support the programme we will continue to purchase extra resources to enable the Structure Literacy programme to be implemented effectively and as designed across Year 1 and 2, also we will purchase suitable readers for older students who are still within the structured framework.
- Develop a reading programme that enables students to successfully transition from Structure Literacy to Reading to Learn strategies in Year 3 and 4.

#### Target areas for 2023:

**Year 3 51%**

**Year 4 72%**

**Year 6 80%**

Goals for 2023:

1. That the year 3 cohorts will have 75% of students achieving at or above expected level in Reading. The reason we have chosen this goal is because they are a cohort level that have been identified as having a high number of students who are not achieving at the expected level.
2. That the year 4 cohorts will have 85% of students achieving at or above expected level in Reading. The reason we have chosen this goal is because they are a cohort level that have been identified as having a high number of students who are not achieving at the expected level.
3. That the year 6 cohorts will have 90% of students achieving at or above expected level in Reading. The reason we have chosen this goal is because they are a cohort level that have been identified as having a high number of students who are not achieving at the expected level.

By focusing on these three cohorts it will also have a positive impact on our Maori Learners achievement because there are 18 Maori tamariki across the three cohorts who are currently not meeting their expectations in reading - this equates to 82% of our Maori learners who are currently not meeting expectations.

## Statement of Variance Writing 2022

<b>School Name:</b>	Whenuapai School	<b>School Number:</b>	1572
<b>Strategic Aim:</b>	<b>Strategic Goal 3</b> <b>Build exceptional student achievement through high quality culturally sustainable teaching and learning</b>		
<b>Annual Aim:</b>	<b>Ensure consistency of established learning programmes within the school</b> <b>Embedding school wide practices that show a consistent learning journey from Year 1-8</b> <b>Systematic tracking and monitoring through HERO of each student's progress timely interventions occur to ensure students can identify next steps and achieve personal excellence</b> <b>Continue to use coaching models as a driver for sustaining professional practice and grow teacher efficacy to accelerate progress for all learners</b>		
<b>Target:</b>	By the end of 2022 92% of our tamariki will be achieving at or above expectation in writing. Specific Target Areas. By the end of 2022: Year 6 cohort will have 80% of the tamariki achieving at or above expectation in Writing Year 7 cohort will have 89% of the tamariki achieving at or above expectation in Writing Year 8 cohort will have 84% of the tamariki achieving at or above expectation in Writing.		
<b>Baseline Data:</b>	2021 Whole School achievement in Writing 86% at / above (data from Mid 2021) Areas for future development <ul style="list-style-type: none"> <li>• Year 6 cohort achievement 70% at / above</li> <li>• Year 7 cohort achievement 79% at / above</li> <li>• Year 8 cohort achievement 74% at / above</li> </ul>		

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p><b>Spiral of Inquiry</b> Implement Whenuapai Spiral of Inquiry centered around the Professional Learning Groups exploring, trialing and reviewing new practice.</p> <p><b>Professional Development</b> To develop and strengthen teacher knowledge and capability in the teaching of writing 180 Hours MOE funded Professional Development - Writers Tool Box.</p> <p><b>Data Review</b> Review of data collection processes including: Data collection techniques / assessment tools Data collection timings Data moderation Use of data to inform planning and parents Tamariki self reflection and reporting</p> <p><b>Student Learning Goals</b> Teachers to establish SMART goals for their students who are currently not meeting expectations.</p> <ul style="list-style-type: none"> <li>● specific,</li> <li>● measurable,</li> <li>● achievable,</li> <li>● relevant,</li> </ul> <p>The goals will be used to direct the student learning programme Teachers to review student achievement and their programme adaption through the Spiral of Inquiry process. Goals will be tracked, measured and reviewed each term to monitor for accelerated learning progress</p>	<p>At the end of 2022 <b>83%</b> of our students are at or above the expected curriculum level in writing: Year 1: 100% Year 2: 100% Year 3: 61.76% Year 4: 85.33% Year 5: 62.86% Year 6: 89.09% Year 7: 84.78% Year 8: 76.74%</p> <p><b>Further Breakdown</b></p> <p><b>Gender</b> Male 77% Female 86%</p> <p><b>Ethnicity</b> Maori 73% Pasifika 88% Asian 92% European 82%</p>	<p><b>Year 6:</b> For this target we met the expectation, coming out at 89.09%. We surpassed the target by 9.09%. <b>Goal achieved</b> Reasons for why we made this achievement include:</p> <ul style="list-style-type: none"> <li>● having students work digitally on the Writer's Toolkit program</li> <li>● Having Writer's toolbox coaching sessions to introduce paragraphs by teaching expansion using the "Magic 3" which then was reinforced and put into practise when students were introduced to speech writing was an authentic context to teach the writing of paragraph types.</li> </ul> <p><b>Year 7:</b> For this target we did not meet the expected outcome, coming out at 84.78%. <b>Goal not achieved</b> Reasons for why some target students did not meet this include:</p> <ul style="list-style-type: none"> <li>● Continued absences for a group of students <ul style="list-style-type: none"> <li>○ Student A was absent 33.16% in 2022</li> <li>○ Student B not only was a new student, additionally was absent 28.26% in 2022</li> <li>○ Student C was absent 16.40% in 2022</li> </ul> </li> <li>● A group of students within this cohort had ongoing <ul style="list-style-type: none"> <li>● Pastoral concerns</li> <li>● Learning and behaviour needs including dyslexia</li> </ul> Which impacted their ability to successfully engage with the learning programme</li> <li>● 3 ESOL students</li> </ul> <p><b>Year 8:</b> For this target we did not meet the expected outcome, coming out at 76.74%. <b>Goal not achieved</b> Reasons for why we did not meet this include</p>	<p>Based on the outcomes of the data/results, here are things that we will continue to do the same</p> <ul style="list-style-type: none"> <li>● Structured lessons, following the same programme and rhythm</li> <li>● Explicitly teaching the sentence types and paragraph structures</li> <li>● Continued focus on language features and spelling rules throughout reading and writing</li> <li>● Rainbow edit techniques</li> <li>● Shared language across school surrounding Writer Toolbox</li> <li>● Connecting writing to other areas of the curriculum, e.g. inquiry</li> <li>● Continued use of the WTB online resources, both for teachers and students</li> </ul> <p>Based on the outcomes of the data/results, here are things that we would like to do differently in 2023</p> <ul style="list-style-type: none"> <li>● Ensure that each level of the curriculum is ticked off before moving onto the next instead of kids having multiple goals across curriculum areas or multiple foci.</li> <li>● Target groups across classes in all teams to ensure those students are receiving more support as well as target students</li> <li>● Interest based writing for quick writes.</li> </ul> <p>What impact is there on current and ongoing teaching practice as a result of the actions taken and the results? Result of actions taken is teachers are developing a stronger understanding of the processes of Writers Toolbox and multiple strategies on how to teach aspects of the programme as a result of PD in school.</p> <p>Ongoing needs include PD for incoming teachers, whether this is supported by staff or outside resources.</p>

Team meeting's purpose is to share progress and set next steps for target groups.  
 Purchase resources for Writers Tool Box  
 Upskills teachers on their purpose and how to use them effectively with the writing programme.  
 Goals will be shared with the tamariki and their whanau through Hero  
 Year 1:Writer's Club; students that needed extra support in Writing and made two target intervention groups. These groups were seen an extra 3 times a week for 15-20 minutes.  
 This year, we have found explicitly teaching spelling words by integrating these into our Reading programme has also supported our students with their writing. We have continued to use the goals on Hero regularly and mark these off once they have been mastered by the students.

- 2 students with RTLB action plans
- 3 students with IEPs
- 1 student receiving assistant technology

Successful Strategies for raising student achievement.

- Continued focus on paragraph and sentence structures throughout all year levels
- Increased student agency within the Year 7/8 team.
- Tracking sheets used throughout teams to identify target students and how to assist them.

Strategies that were not effective and had little or no impact in achieving your target? Why do you think this was the case?

- Impersonal prompts did not work as students were not interested in writing about things they were not familiar with or enjoyed.
- Absences due to covid isolating - home learning offering but may not have been completed.
- Lack of writing mileage over the last several years has had a combined impact.
- Increasing ESOL numbers 16% of the student population
- Student agency and mileage so not continued reliance on teachers.
- Some students have not had a consistent approach to Writers toolbox and are still learning the skill set that is required.
- Increasing student roll 2020 = 413 vs 2022 = 469 students (March Roll Return figures)
- Teachers still developing their understanding and implementation of the writers tool box programme which was introduced during COVID.

Focused teaching time for students which are below or well below. - Double dipping for students who are target  
 Supported ESOL time for students focusing on writing strands and strategies  
 Continued focus on the Code and spelling rules across the school

- What funding/resourcing may be necessary to support identified actions and needs?  
 Resources and training for the Code(Spelling Programme) so we can identify ongoing spelling needs  
 PLG Groups to create resources, and ensure cross school understanding

**Target areas for 2023:**  
**Year 4 61.76%**  
**Year 6 62.86%**

Planning for next year:

Provide a description of the actions the board will take to address any targets that were not achieved. This may involve including aims and targets in next year's planning document to address the variance.

For next year, some potential aims and targets for Writing include the following points

- Developing a cohesive ESOL curriculum across the school and providing support to teachers and teacher support to ensure that everyone is on the same page and providing the students with the best resources.
- To encourage and use BYOD in all senior classes. Using online resources to ensure a fuller digital curriculum which benefits all areas of curriculum, specifically in writing with Writers Toolbox.
- To upskill learning support staff in Writers Toolbox and ESOL to ensure that all staff have the same understanding.
- Provide funding for years 5- 8 in Writers Toolbox, providing resources and learning for both staff and students.
- Provide funding for resources for the whole school for Writers Toolbox and other Writing areas for continued growth and professional development.
- Assessing writing against Writers toolbox strategies that we are teaching to ensure that all students understand the skills which are essential for their level of the curriculum.
- Increased focus and resources on cultural identity so that all students are represented in the curriculum and their learning.

Possible actions:

- 2 new curriculum leaders for Writing and a new WSL driving assessment which is part of planning for this year.
- Revisit the whole school planning scope and sequence for writing.
- Increase our use of the Writers Toolbox digital toolbox planning tool and programme to reduce anxiety towards writing for students and increasing interest.
- Continuing to grow the resources we have by creating in school items.
- Increased student agency with Writing, especially within the senior school.
- Developing an alignment with Inquiry to ensure full school cohesivity and student interest based learning.
- Aligning with the local curriculum so that students feel connected to their learning, including stories of Whenuapai School history and the Base next door.
- Learning Support Coordinators connecting with the Kahui Ako to upskill and build resources for ESOL learners as well as Teaching staff.

**Target areas for 2023:**

**Year 4 61.76%**

**Year 6 62.86%**

Goals for 2023:

1. That the year 4 cohort will have 80% of students achieving at or above expected level in writing. The reason we have chosen this goal is because they are a cohort level that have been identified as having a high number of students who are not achieving at the expected level.
2. That the year 6 cohort will have 80% of students achieving at or above expected level in writing. The reason we have chosen this goal is because they are a cohort level that have been identified as having a high number of students who are not achieving at the expected level.

By focusing on these two cohorts it will also impact on our Maori Learners achievement because there are 16 Maori tamariki across the two cohorts who are currently not meeting their expectations - this equates to 76% of our Maori learners who are currently not meeting expectations.