



Vision: Growing Adventurous Learners
Values: GROW! Grit, Respect, Others, Wonder!

Analysis of Variance - How well were our 2019 goals met?

March 2020

Dear Parents/ Caregivers

Each year school boards are required to lodge a copy of their charter with the Ministry of Education. The charter document is made up of the following sections:-

Introduction: Containing the school's vision statement and values.

Strategic: The Board's 3 – 4 year broad aims/goals.

Annual: Current year's aims/goals; planned improvements.

Our School Charter guides the Boards of Trustees, Principal and Staff and in fact the whole community, in the work we do. The Charter, and the planning and reporting that stems from it, is intended to ensure a culture of continuous improvement based on regular self-review. Through planning and reporting processes, the Board, Principabnd Staff work together to:

- gather comprehensive information about student achievement
- identify specific areas for improvement
- implement programmes to lift performance
- report on progress each year.

As part of this on-going process our annual targets have been reviewed and this Variance Report sets out what was accomplished last year. From this analysis the 2020 Annual Plan has been set. The Variance Report is available on the school website or you are welcome to request a copy at the office. Your questions or comments regarding this report are most welcome.

*Ehara taku toa i te toa takitahi, engari he toa takitini
(The combined efforts of many are needed to complete a project.)*

Regards

Paparangi Board of Trustees

Analysis of Variance - How well were our 2019 goals met?

This is a review of our 2019 Annual Goals. The variance report identifies the difference between the targets a board sets and the achievement of these targets. The Board then uses this information to establish priorities for target setting and planning for the following year.

RED work in progress; major issues	ORANGE work in progress; minor issues	GREEN work in progress; on target	√ work completed	- work yet to commence
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Strategic Goal	Annual Goals			
RAISE STUDENT ACHIEVEMENT	2019 Annual Goal 1.1 Know our learners and how they learn best. Have high expectations for all learners.	2019 Annual Goal 1.2 Know ourselves as teachers and leaders - Build a professional learning community that focuses on improving student outcomes.	2019 Annual Goal 1.3 Design and deliver quality teaching & learning, assessment & reporting processes.	2019 Annual Goal 1.4 Resource and support appropriately students with additional needs. Establish a Learning Support Team that supports inclusive education for all learners and whānau.

So what happened?

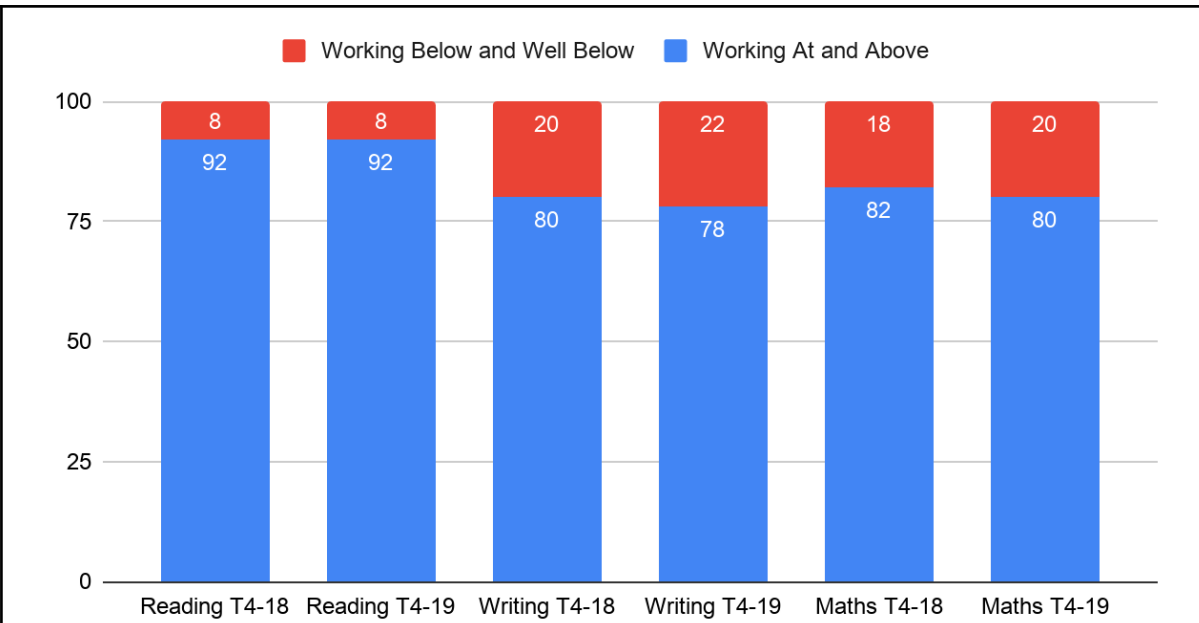
Professional development centred on designing and delivering a better maths curriculum, one that enabled students to articulate their maths thinking with greater confidence and to problem solve using a range of strategies. Maths dispositions were introduced for teachers to explore alongside their work on growing adventurous learners. Minor PD themes focussed on school values and introducing the new Digital Technologies curriculum.

Supporting students with special education needs (SwSEN) moved in a new direction this year. Up until this year the school has had one SENCO. However recognising the ever increasing demand on the role of the SENCO, the Board created a Learning Support Team (LST) - with a teacher from each team designated 'Learning Support Co-ordinator' (LSCo) to support students, their families, other teachers and teacher aides to deliver an inclusive education for SwSEN. The work of the LST has been instrumental in supporting teachers and their students with additional needs to be the best they can be. Providing additional funding for important resources such as teacher aides is an ongoing challenge for the school and once more the Board increased the amount of funding, but is mindful of still not meeting the demand in this area.

End of Year Achievement Results

Reading	END OF YEAR 2018	END OF YEAR 2019	Writing	END OF YEAR 2018	END OF YEAR 2019	Maths	END OF YEAR 2018	END OF YEAR 2019
	All	231/252 92%		240/262 92%	All		202/252 80%	204/262 78%
Māori	39/44 88%	46/51 90%	Māori	36/44 82%	36/51 70%	Māori	33/44 75%	35/51 68%
NZ European	-	126/131 96%	NZ European	-	112/131 86%	NZ European	-	113/131 86%
Asian	-	54/62 87%	Asian	-	45/62 72%	Asian	-	49/62 86%

PLEASE NOTE: We haven't displayed the achievement of other ethnic groups here to ensure the privacy of students who belong to small cohorts in our school. We have started reporting the achievement of Asian students as they are now the second biggest group in our school, after New Zealand Europeans.



Overall rates of achievement are similar to last year, with reading the same - at 92% of all students reading at or above expected levels, and in writing and maths a 2% decrease compared to the same time last year. Therefore maths and writing continue to be areas of concern with 50-58 students working below expected levels of achievement.

When learning areas are analysed in greater detail findings show that 70% of Maori learners are achieving at expected levels in writing and 68% of Maori learners are achieving at expected levels in maths. These are decreases of 7-12% compared to last year. In reading however 90% of Maori readers are now working at expected levels, a 2% increase from last year. Maori learners remain a target group in our school. In writing Pasifika, Asian, MELAA and boys will also be target groups next year as their rates of achievement are also of concern.

It is pleasing to note that there are NO students well below in reading and that all students (8) who are below in reading are making progress. The year groups who will be closely monitored are Y3 and Y6. Interventions provided for at risk readers include small English language groups, Reading Recovery, Rainbow Reading and a small group of students also are supported by the Resource Teachers of the Deaf or Resource Teacher of Literacy.

In writing 62% of students who were below in maths have made *some* progress during the year, 13% have made no progress and are working well below, and 25% of students who were below have made sufficient progress to now be writing at expected levels. The year groups who will be closely monitored are Y5 and Y6. Interventions provided for at risk writers include small English language groups, Reading Recovery and a small group of students also are supported by the Resource Teachers of the Deaf or Resource Teacher of Literacy.

In maths 60% of students who were below in maths have made *some* progress in one year, 25% have made no progress and are working well below, and 15% of students who were below have made sufficient progress to now be working at expected levels. All year groups will be closely monitored as part of professional development programmes. Interventions provided for at risk students in maths include small English language groups and ALIM groups in the senior school. Whilst it is too early to see the impact of professional development in our academic results we have strong anecdotal evidence that student engagement, their confidence and positive attitude about maths is increasing.

Planning for next year – SGI: Raise Student Achievement

- ★ 2020 Priority learners: Māori students; ELL learners and y1-3 writers. An emerging group who will be closely monitored will be students who are new to the school (eg Y2-6 enrolments), as the transient nature of our roll has become much more evident in the past two years.
- ★ We were successful in our application for ongoing MOE funding for maths professional development which allows for an external facilitator to keep working with us for another year. We look forward to extending what we learned this year about building positive maths communities in our classrooms, with the focus shifting to accelerating the achievement of at-risk learners.
- ★ Our development of our local curriculum has been slowly progressing, but now is the time to record our direction and outline our priorities for learning; how we track student progress and achievement; and further develop teacher knowledge of curriculum and learning progressions.
- ★ Even though Learning Support was the main area that received additional investment from the Board this year there is still much more that could be done. The LSCO Team will continue to work together and the school will keep seeking additional streams of funding to support SwSEN. With the LSCO team now established, next year will be an opportunity to implement more effective systems for monitoring priority learners across the school.
- ★ Our writing results are of concern, especially for boys, Maori writers and learners who have English as a second language (ELL). Therefore writing will be a target area, in conjunction with oral language as we know the strong connection between the two - 'writing floats on a sea of talk'.

Strategic Goal	Annual Goals			
<p><i>Create collaborative learning environments</i></p>	<p>2019 Annual Goal 2.1 Create learning teams where people feel good about themselves, and that also cultivate the expertise of others, and where team members are focussed on a collective purpose. (Fullen & Quinn 2016)</p>	<p>2019 Annual Goal 2.2 Through the Positive Behaviour for Learning School-Wide framework (PB4L), build a positive behaviour and learning culture that enables staff and students to be the best they can be.</p>	<p>2019 Annual Goal 2.3 Use indoor and outdoor spaces in safe and stimulating ways to foster curiosity, innovation and creativity.</p>	<p>2019 Annual Goal 2.4 Provide future-focused flexible learning spaces. eg Make improvements to outdoor areas and playgrounds, -Rakau Nui and Pounamu classrooms.</p>

What happened?

Our staff grappled with several disruptions to staffing this year. In term 1 Paparangi welcomed an Acting Principal, and then during the year three new teachers and two teacher aides to provide additional support for students with learning and behaviour needs. We welcomed back our Principal who returned after taking long term sick leave and but also farewelled other long serving teachers, including Jane McKinlay, our music teacher, and Clare Adams, our Deputy Principal, who had given more than twenty five years service to Paparangi School.

Uenuku	Rooms 6-8	Year 0 and Year 1	4 teachers	End of year roll: 71
Pounamu	Rooms 1-5	Year 2 and Year 3	5 teachers	End of year roll: 92
Rakau Nui	Rooms 10-13	Year 4-6	5 teachers	End of year roll: 126

With new staff working across the school, a major theme that's continued has been working on building collaborative learning environments. Teams worked on getting to know each other and establish ways of working together and with their students. Each learning team worked to foster curiosity, confidence and creativity, introducing approaches such as Learning through Play, extra-curricular rotations and S.T.E.A.M - integrated 'Science, Technology, Engineering, Arts and Maths' student learning inquiries. A positive outcome of working within collaborative learning environments has been the increased opportunities for teams to meet the needs of students with additional needs. Another strength is the way teachers are learning from each other. Teachers have found that when working together in flexible learning spaces that there is also a greater opportunity for collaboration when planning lessons and writing student reports.

In the second year of our new vision 'Growing Adventurous Learners' we became a Positive Behaviour for Learning School (PB4L) and through this professional development revised our values to ensure they are much more child-friendly. We are delighted with the impact the new values are already having, observing the many ways staff, students and parents have embraced GROW: Grit, Respect, Others and Wonder. These values still uphold the intent of the former CCPRR set of values but are designed to be much more easily recalled so everyone is aware of what our school stands for. Each learning team has begun exploring what GROW means at their level of the school, alongside exploring overarching concepts about what it means to be an adventurous learner.

'Adventurous Learners' were recognised at assemblies and at afternoon teas with the Principal for their outstanding efforts in demonstrating values and key competencies. Enviro-days, sports events and leadership roles provided staff and students with different contexts in which to explore the school values and learning dispositions.

After a spate of incidents in the playground, including in Adventure Zone, staff and the Senior Leadership Team reviewed safety practices and supervision/duty procedures. Hi-vis duty vests were introduced and further changes to duty are planned for implementation in 2020.

The main focus for property improvements this year was outdoor spaces, with installation of accessibility ramps, basketball hoops, two shade sails and construction of a new deck/sandpit. The sandpit is a welcome addition, providing another outdoor learning space for year 1 students but it is open to all students at break times. Home and School fund-raising, community grants and the Board all contributed towards funding for this new multi-purpose area.

Planning for next year - SG2: Creating Collaborative Learning Environments

- ★ We are excited by what our new GROW values will bring to our school next year - allowing us to use them as a vehicle for promoting positive behaviour consistently across the school. We will start by introducing a reward system, with a trial using GROW tokens.
- ★ Our long serving Deputy Principal retired at the end of 2019 so in 2020 Paparangi will have a new Senior Leadership Team. Supporting and challenging this team to the best they can be will be essential for the ongoing success of the school.
- ★ Complete the review of duty/supervision and implement changes.
- ★ We still have more work to do on outdoor play spaces, with the junior playground and court surfaces identified as future areas for development. We are also planning for improvements to Pounamu & Rakau Nui classrooms in order to provide future-focused, flexible learning spaces.

Strategic Goal	Annual Goals			
<i>Design a responsive local curriculum</i>	2019 Annual Goal 3.1: Design and deliver a local curriculum that is inspired by our community's beliefs and aspirations and meets the needs of our learners.	2019 Annual Goal 3.2 Develop shared understandings about what children are learning and how children learn best.	2019 Annual Goal 3.3 Make learning and thinking visible.	2019 Annual Goal 3.4 Use Digital Technologies effectively to enhance teaching and learning.

What happened?

- Teachers explored the learning dispositions through the lens of adventurous learning, with a particular focus on maths. Classroom norms for positive maths classrooms were agreed to.
- Teachers visited colleagues within school, at other schools or Paparangi Kindy as part of their teaching inquiries.
- As part of mid-year and end of year reporting, teams discussed OTJ results with each other and reflected on the impact of their teaching and learning programmes. These discussions were extremely valuable for strengthening consistency of OTJ moderation. With more teachers working at each level of the school, investing sufficient time for such discussions remains important moving forward.
- This year the school introduced the role of a Digital Learning Lead Teacher who is instrumental in supporting teachers to access the new digital technologies curriculum and to grow our digital citizenship programme.

Planning for next year - SG3: Design a responsive local curriculum

- ★ The redevelopment of our local curriculum continues to be a priority; so that we clearly articulate *what* students learn and *how* they learn it. Our intention is for our curriculum to reflect the special features of our school, inspired by our GAL vision and GROW values.
- ★ We will continue working on becoming more proficient with the components of the NZC to strengthen teaching and learning, assessment and reporting processes.
- ★ Keep working with our external facilitator to further develop teaching and learning in maths. Continue to explore key competencies/learning dispositions in maths that contribute to building a positive mindset for learning maths.
- ★ Prepare for the introduction of the Digital Technologies curriculum; develop a school wide Action Plan that enhances digital learning across the school.

Strategic Goal	Annual Goals			
<p><i>Foster a healthy and active community who think and act sustainably</i></p>	<p>2019 Annual Goal 4.1: Make connections with our community that make a positive difference to student achievement and well-being.</p>	<p>2019 Annual Goal 4.2: Celebrate the diversity of our community: *Cater effectively for learning differences. *Value language, culture and identity. *Integrate te reo me ngā tikanga Māori into teaching and learning.</p>	<p>2019 Annual Goal 4.3: Provide a safe environment and healthy conditions for working and learning. Review our environment (systems and practices) working within the PB4L framework.</p>	<p>2019 Annual Goal 4.4: Work with our community to keep being a Green-Gold Enviro School.</p>
<p>What happened?</p>				
<p>This year was the first year of implementing our enrolment scheme. The decision to implement an enrolment scheme was made in 2018 to ensure that over time Paparangi School is able to manage new enrolments effectively, allowing the school to manage potential overcrowding so existing students have the opportunity to learn in the best conditions possible. Our new entrant intake reduced by about 10 students compared to previous years but enrolments across Y2-6 were higher than in the past, resulting in our final EOY roll being very similar to previous years (289). The Board monitors roll projections each term to help it determine the number of placements available in future enrolment periods.</p> <p>The annual Family Fun Night was held in February but the Gully GutBuster was cancelled due to flooding. Running events gets harder each year, as it is often a struggle to find enough parents or 'friends of the school' who are willing to volunteer their time to help behind the scenes. The Home and School Team also ran raffles, discos and sausage sizzles throughout the year, once more making a significant fundraising contribution to the school for the year. Fund-raising in 2019 went towards outdoor playground improvements and subsidising extra-curricular activities such as swimming, camp and visiting performers like Dance for Schools.</p> <p>This year we held the annual Student Led Workshops (SLW) earlier in the year than previously so that parents were able to discover what their child is learning and how classes/teams were organised. Parents and Whānau visited the school over two evenings, and were able to see their child's learning at activity stations set up in different classrooms. During these sessions children explained the activities with their parents, talking about what they can do and what they are learning to do. In response to queries raised following SLW the senior syndicate also hosted an Open Morning so parents could also come along to see the learning day in action. The turn out for this morning was very pleasing with more than 60% of parents attending. Another new initiative in 2019 was the series of visits that were organised in term four to prepare students for transitioning to a new class the following year. Instead of the usual one visit, children spent one afternoon <u>for four weeks</u> getting to know their new teachers. To coincide with these afternoons the Principal also hosted tours for the parents of students who were moving to a new team (eg y1s moving to Y2, Pounamu and Y3s moving to Y4, Rakau Nui). About half the parents of these students came along to find out more.</p> <p>This year our staff worked with many outside agencies as part of our work to support the growing number of students with complex and challenging behaviour needs. Teachers and support staff worked closely with these people and school families in order to develop an understanding of how to best support students on their individual learning journeys.</p> <p>One emerging trend that has become more evident this year is an increased level of non-attendance or lateness in students. Some absences can be attributed to medical reasons (remember how many students were sick with chickenpox this year!) or families taking holidays in term time but some remain unexplained absences. As a result of this concern our non-attendance procedures have been revised and from now on teachers will be alerting parents when the 10% threshold has been breached.</p> <p>The Board of Trustees migrated school policies to SchoolDocs this year. Having all policies online and available to the whole community, with support from an outside provider such as SchoolDocs provides the Board and wider community with an extra level of reassurance. However the move took longer than expected due to the large number of policies that are needed to govern a school. Alongside this work the Board completed consultation with the community on the Health Curriculum and began work on a Communications Refresh including logo, website and a school app.</p>				

Staff worked together to design and deliver a range of Enviro-Education experiences, led by our passionate Enviro Lead Teacher. Classes took responsibility for various Enviro-Ed projects, developing expertise in areas such as composting, recycling, planting, caring for natives and held Eco-workshops for other classes on Enviro Days. Sustainability was a major theme woven through learning this year with outside providers working with classes at all levels; providing trips to the landfill or recycling plant; carrying out a rubbish audit and making bees-wax wraps on site. When evaluating Enviro-days, teachers consistently highlight how well days like these give opportunities for many, many students to shine. It is also great to see more parents coming along to be part of Enviro-days as well. As an extension of our Enviro focus, a working bee was held in spring, with a small but keen group of parents volunteering. Many outdoor jobs that can't be done on Enviro-days are ticked off at the working bees. Our Enviro year ended with a very successful student-led Enviro Fair, the biggest held so far! Students from Pounamu and Rakau Nui offered eco-wares for sale and outside stall holders were invited along as well. Our Enviroschools' facilitator worked with our Lead Teacher and staff as we strive toward achieving Green Gold status twice in a row! Our holistic review is scheduled for mid 2020.

Planning for next year - SG4: Foster a healthy community

- ★ Continue to raise awareness of our GAL vision and GROW values and what they stand for with staff, students, parents and the wider community. Seek ways to work together with our community to 'Grow Adventurous Learners' together.
- ★ Communicate about teaching and learning with Whānau and Parents in a variety of ways, with the aim of connecting with as many families as possible. Explore effective use of online learning portfolios and class blogging as other forms of communication.
- ★ Introduce SchoolDocs to staff and parents. Continue work on a new school logo, refreshing the website and introducing a school app.
- ★ Monitor attendance and access outside agency support where appropriate.
- ★ Work with our community to keep being a Green Gold Enviro School. Establish a Enviro-Team to lead the quest for another GreenGold award. Identify other opportunities for our school to be sustainable; exploring much more than the Natural World strand of Science Curriculum.