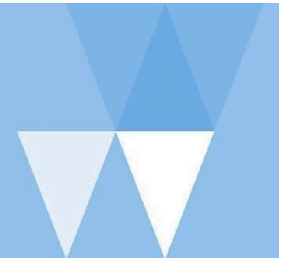




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|---------------------|-----------------|-----------------------|------|
| School Name: | Parkvale School | School Number: | 2641 |
|---------------------|-----------------|-----------------------|------|

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|---|--|
| Strategic Aims with direct links to learner outcomes: | <p>Student Agency and Authentic Learning To grow powerful ākonga who enhance their own educational pathways</p> <p>Culturally Responsive Pedagogy To grow culturally responsive practices that value the hauora of all ākonga</p> |
| <p><u>Annual Aims</u></p> <p>Sub goals:</p> <p>Formative Practice</p> <p>Structured Literacy</p> | <p>Sub Goal One FORMATIVE ASSESSMENT PEDAGOGY</p> <ul style="list-style-type: none"> ➤ Through Relationships First PLD develop <ul style="list-style-type: none"> ○ drawing on learners’ prior learning ○ using formative assessment: <ul style="list-style-type: none"> ■ feedback ■ feed forward ○ Co-construction processes ○ Using power-sharing strategies ➤ Coaching and Mentoring with Impact Coaches used to grow RF practice. <p>Sub Goal Two STRUCTURED LITERACY</p> <ul style="list-style-type: none"> ➤ Year 1 and 2 - deliver the teaching of reading through the structured literacy programme and introduce whole language approach texts (depending on needs of children) ➤ Year 3 and 4 - teach a target group using the structured literacy programme ➤ Year 3 - 6 Explore using The Code to explicitly teach spelling and link to reading/writing. ➤ All year groups to use ‘colour cards’ to teach sentence formation and punctuation ➤ Branch meetings provide the vehicle for conundrum focussed dialogue. |



Tātaritanga raraunga

Target:

2023 School Wide Targets

| Year group | Reading | Writing | Maths |
|------------|--------------------------------------|---|---|
| Year One | Raise boys achievement by 10% to 69% | | Raise Māori boys achievement by 10% to 54% |
| Year Two | | Raise overall achievement by 10% to 73% | Raise girls achievement by 10% to 62% |
| Year Three | | Raise boys achievement at upper level (2i) by 10% to 62% | Raise girls achievement by 10% to 40% |
| Year Four | | Raise boys achievement at upper level (2ii) by 10% to 41% | Raise girls achievement by 10% to 54% |
| Year Five | | Raise boys achievement at upper level (3i) by 10% to 51% | Raise Māori girls achievement by 10% to 53% |
| Year Six | | Raise boys achievement at upper level (3ii) by 10% to 35% | Raise achievement by 10% to 72% |

Baseline Data:

Data Comparing 2022 with 2023 data for all year cohorts

| | Reading - met % | | Writing - met % | | Maths - met % | |
|---------------------|-----------------|------|-----------------|------|---------------|------|
| | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 |
| Year 1 | 64% | 85% | 63% | 88% | 62% | 87% |
| Maori Year 1 | 67% | 82% | 57% | 82% | 67% | 86% |
| Year 2 | 62% | 65% | 56% | 68% | 49% | 54% |
| Maori Year 2 | 47% | 75% | 41% | 75% | 35% | 50% |



Tātaritanga raraunga

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|---------------------|-----|-----|---------------|-----|-----|-----|
| Year 3 | 69% | 74% | 43 / 20 - 63% | 79% | 63% | 57% |
| Maori Year 3 | 57% | 64% | 29 / 20 - 49% | 63% | 62% | 50% |
| Year 4 | 81% | 68% | 54 / 24 - 78% | 57% | 80% | 58% |
| Maori Year 4 | 74% | 68% | 56 / 24 - 80% | 60% | 70% | 59% |
| Year 5 | 82% | 86% | 37 / 24 - 61% | 69% | 62% | 80% |
| Maori Year 5 | 94% | 85% | 29 / 24 - 53% | 64% | 59% | 69% |
| Year 6 | 79% | 79% | 35 / 24 - 69% | 76% | 71% | 76% |
| Maori Year 6 | 71% | 94% | 10 / 24 - 34% | 87% | 62% | 94% |

In the Iti (Junior school - Yrs 1 - 3)

- ★ **Year 1 - Reading - 89%** of boys met our reading expectation. A very positive result. Teachers in Year 1 created a reading wall where they continually monitored the progress of children and moved them on as needed. They were then able to focus their discussion on our target boys and how they were doing.
- ★ **Year 1 - Writing 93%** of Māori boys met (13% Stage 3, 80% Stage 4a) As with reading, the continual revisiting of these learners' progress and what was needed to move them on has helped cause a very positive shift in achievement.
- ★ **Year 2 - Writing** At Mid year we predicted 51% of children would reach writing expectation (A predicted 12% drop) **68%** actually met in writing, a 5% increase for the cohort and a 17% improvement on our prediction. At mid-year we reflected on the need for explicit targeting of writing, which our teachers have done. Although we have only achieved a 5% gain, a lot of work has gone into getting some basic writing skills in place and building children's comfort in writing independently. We also reflected that *'Perhaps having this target as an overall cohort target, rather than for a gender or ethnicity has made it too broad. With so many children unlikely to meet, discussions do not focus on individual names and needs as much as they do with other targets.'* This is something I think we will need to consider when forming next year's targets, especially for big cohorts where a large percentage of children are below. The beauty of our targets this year has been a specific group of names and the discussion around the children. When the group of names is large the talk becomes more generalised and less focussed on the individual.

Tātaritanga raraunga

- ★ **Year 2 - Maths** We have not met our goal of 62% of girls meeting Stage 4b. Instead we have **42%** meeting, a drop of 10% for this cohort. At the end of 2022 we had 8 girls at Stage 2, 14 at Stage 3 and 17 girls at Stage 4a. We have managed to move our tail up to 4a, with 45% of girls sitting at Stage 4a but have not managed to move them into 4b or all our girls at 4a last year into 4b. Five girls who were 4a at the end of 2022 remain 4a at the end of 2023, these girls equate to our 10% drop. Many of these girls are close to meeting but their place value knowledge is not strong enough to place them in 4b. Many made a jump in the first half of the year, but have not made a further jump since. (49% at 4a in June and 45% now) They will absolutely need to continue as a target group for 2024.
- ★ **Year 3 - Writing** At mid-year we had predicted a small gain towards the 62% of boys reaching 2i, with 54% expected to meet. At the end of the year we had increased that slightly to **58%** meeting 2i (a shortfall of 4%). Teachers have worked to isolate the specific aspects of writing holding boys back and target group teaching to those gaps. Predominantly sentence formation, structure and punctuation.
- ★ **Year 3 - Maths** At mid-year we had predicted 48% of girls were likely to meet Stage 5a. At the year-end we achieved **57%** meeting, a 27% increase for the cohort. (this means 17 girls made more than a years gain) Boys and girls are now achieving parallel in maths (with our boys, unfortunately, experiencing a fall in achievement of 9% - 3 boys not making a years standard gain)

In Nga Rakau Nui (Year 4 - 6)

Year 4

- raise boys achievement in the upper level of writing - 2ii by 10% to 41%

Unfortunately our school target in Year 4 has not seen any significant positive shift - the boys' writing target of raising the 2ii writers by 10% - we only made a 3% shift - one learner to reach the upper level of the writing target.

This is a disappointing outcome and one we have not been able to impact positively. We have seen a number of children who are succeeding with varying aspects of the writing process (content, structure and vocab) but overall are not bringing all aspects together enough to say they are truly writing at that level across the board.

- raise girls achievement in Maths by 10% to 54% achievement at 5B

In the girls' Year 4 maths target we regressed by 3% - one learner.

The girls are struggling with key understandings of place value and being able to transition to seeing numbers as chunks. A number of girls moved to early Level 2 (5a number strategies) and we have a number of learners who have reached the Stage 5 goal within Mult and

Div and Proportions (24 girls for mult and 22 girls for prop) - it is their ability to add and subtract without counting that is hindering progress. (only 14 learners got there)

Year 5

- raise boys achievement in the upper level of writing - 3i by 10% to 51%

Again, we have been unsuccessful in making an impact on our boys and their writing outcomes. The data shows a similar pattern to the year prior where 40% of the boys have got to the upper level of Level 2. Also there is a similar trend to the boys in Year 4 - we have made moves across the aspects of writing where learners have 1, 2 or 3 aspects at the upper level but not the four required to make an overall shift. It is the consistency over a number of pieces of writing that needs to occur and being able to do this with some autonomy - transferring new learning to their independent learning without constant reminders or modelling.

- Raise Māori Girls achievement by 10% to 53% achievement at 6A

Not quite making the 53%, however we have made gains and got 50% of the Māori girls cohort achieving at expectation. These girls will need close monitoring to ensure their progress continues moving forward. The major emphasis with these learners is being able to access their knowledge / working memory and use a strategy that doesn't rely on counting. Currently these kids need a big boost with recall of key knowledge that must be instant to ensure success going forward.

Year 6

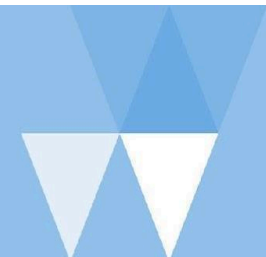
- raise boys achievement in the upper level of writing - 3ii by 10% to 35%

We have been able to make significant gains in our boys' outcomes in writing from 25% at the end of last year to 46% at the end of this year - within this focus is also the movement of our Māori boy cohort who now have 56% achieving at Level 3ii.

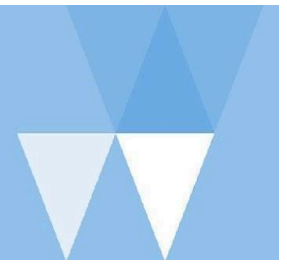
It is pleasing to note the deliberate emphasis on grammar, sentence formation, and structure has yielded improvements in the writing outcomes of our boys. By providing explicit instruction, modeling effective writing, and incorporating the non-negotiables of teaching sentences with 'coloured cards' and peer assessment, students have not only grasped linguistic concepts but have also developed a heightened appreciation for the process of writing.

- raise achievement by 10% to 72% achievement at 6B

Our target has been achieved - a significant shift in both boys and girls data from the end of 2022. For many this has been about seeing numbers in different ways. A big push is still needed to quicken the recall of facts so our learners aren't having to spend time calculating facts. The connection of proportions with their mult / div strategies has helped the children work through problems involving fractional thinking.



| Actions <i>What did we do?</i> | Outcomes <i>What happened?</i> | Reasons for the variance <i>Why did it happen?</i> | Evaluation <i>Where to next?</i> |
|---|--|--|---|
| <p>Sub Goal One FORMATIVE ASSESSMENT PEDAGOGY</p> <ul style="list-style-type: none"> ➤ Through Relationships First PLD develop <ul style="list-style-type: none"> ○ drawing on learners' prior learning ○ using formative assessment: <ul style="list-style-type: none"> ■ feedback ■ feed forward ○ Co-construction processes ○ Using power-sharing strategies | <ul style="list-style-type: none"> ★ Our more experienced teachers are returning to the use of formative assessment strategies within their programmes and using them to enhance their ability to gauge student progress while our younger and less experienced teachers have been developing a deeper understanding of formative assessment techniques which helps them better track student progress and tailor instruction to meet individual needs effectively. ★ Using the voice collection of our learners - ākonga had a better understanding of what they were learning, what made them successful and where to next at the end of the end in comparison to when the first Coaching Conversation was held ★ Within our Relationships First PLD teachers have developed skills in Part One of the Profile where they have prioritized 'learning relationships' with students and colleagues as part of their professional growth. Alongside this they have developed stronger understanding and belief in Part | <ul style="list-style-type: none"> ★ Varying data across our year groups shows gaps in the depth of use of formative strategies. It has been pleasing to witness the development of 'learning relationships' vs just relationships. What is becoming more noticeable is by the end of year 6 we are more on track with our school expectations - taking time to build on prior learning each year. ★ We need to ensure fidelity to our obligation of making Formative Assessment a priority - making sure we are holding each other accountable in our journey of using formative assessment strategies and strong learning relationships to impact change | <p>For Leaders and Teachers to examine our teaching pedagogies with the help of Part 3 of the Relationships first PLD. (graphing our teachers on looking for schoolwide trends) Looking specifically at our teachers needs and tailoring the support and guidance needed</p> <p>Ensure our coaching observations and follow up dialogue challenge and reflect on our use of Part 2 of the RF Profile. As a staff remain focussed on Part 2 of RF Profile where effective formative assessment pedagogies are being used to cause impact</p> <ul style="list-style-type: none"> • Drawing on learners' prior learning • Using Formative assessment: Feedback • Using Formative assessment: Feedforward • Using Co-construction processes • Using Power-sharing strategies |



Tātaritanga raraunga

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| <p>➤ Coaching and Mentoring with Impact Coaches used to grow RF practice.</p> | <p>2 of the profile which sees Formative Practice strategies being incorporated more comprehensively into their teaching practices. This shift reflects a more student-centered approach, where teaching becomes more responsive and tailored to individual student needs.</p> <ul style="list-style-type: none"> ★ Small and steady gains with formative assessment practices. These practices have been witnessed through our classroom visits, coaching conversations and C&M PLD. We continue to strengthen one another's pedagogical intent and ensure we have our learners at the heart of all we do ★ Our teachers have a sound understanding of the 'learning relationship' vs relationship and it is this focus on the learning that has helped teachers make a shift to higher expectations of learners | <ul style="list-style-type: none"> ★ Through C&M teachers have had the opportunity to delve into the practices of RF PLD and reflect on their own practices against the RF Profile | |
|--|---|---|--|

| | | | |
|--|---|---|---|
| <p>Sub Goal Two STRUCTURED LITERACY</p> <ul style="list-style-type: none"> ➤ Year 1 and 2 - deliver the teaching of reading through the structured literacy programme and introduce whole language approach texts (depending on needs of children) ➤ Year 3 and 4 - teach a target group using the structured literacy programme ➤ Year 3 - 6 Explore using The Code to explicitly teach spelling and link to reading/writing. ➤ All year groups to use 'colour cards' to teach sentence formation and punctuation ➤ Branch meetings provide the vehicle for conundrum focussed dialogue. | <ul style="list-style-type: none"> ➤ Teachers have used a structured literacy approach to teach all Year 0 and 1 children ➤ At Year 2, teachers started all children on a structured literacy approach and transitioned children to guided reading books as they became ready. Most children were kept on Structured Literacy for all of Year 2 ➤ Year 3 teachers ran specific target groups for learners still needing a structured literacy approach. ➤ All Year 3-6 teachers used The Code to teach target groups or whole class groups specific spellign patterns. The link from this to reading and writing was more explicit in some rooms than others. ➤ A start of year Teacher Only day looked at using coloured cards to teach sentence structure and this was reinforced by outside PLD provider during the year. ➤ All class teachers then used these coloured cards to teach the difference in sentence types and what constituted a sentence. ➤ Branch meetings were use to share conundrums and spread best practice. ➤ DP worked with specific teams around writing and transitioning from dictated sentences to own sentences. ➤ All classes explicitly taught handwriting. | <ul style="list-style-type: none"> ➤ Variance in data when analysed closely shows some year groups where children did not make the gains in literacy we were aiming for. What was positive to note is that all literacy goals showed some improvement on last year, and a step towards closing the gap for these learners. ➤ The fidelity of implementation in Code teaching and sentence structure teaching using colured cards varied from room to room and teacher to teacher. ➤ Teachers gained a greater understanding of how to progress children in writing, from dictated sentences to their own writing. We continue to have a need in this area as writing data has not always kept pace with reading data. ➤ The skill of branch leaders in generating discussion and questioning for reflection was a factor in the uptake and learning of individual teachers and their valuing of implementing new practices. | <p>As we now move into a more consolidation and sustaining phase of Structured Literacy the following is needed.</p> <ul style="list-style-type: none"> ➤ Induction of new staff through PRT sessions, in-class modelliing and branch meeting discussions. ➤ Ensuring The Code, handwriting and coloured card use is embedded into class programmes. ➤ Upskilling branch leaders in questioning and facilitating discussion to allow teachers to explore target learners in literacy. ➤ To ensure consistency of implementation across rooms and year levels. |
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Planning for Next Year - 2024

All staff undertaking PLD focussed on **Relationships First** - focus on effective relationships and pedagogies

CREATING AN EXTENDED FAMILY CONTEXT

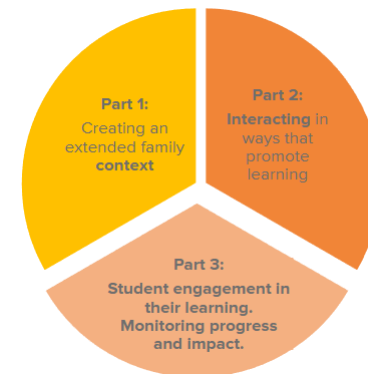
- **Rejecting deficit** explanations for learners' learning.
- **Caring for and nurturing** the learner and the learning, including their language and culture.
- **Voicing and demonstrating** high expectations
- **Ensuring that all learners** can learn in a well-managed environment so as to promote learning.
- **Knowing** what learners need to learn

INTERACTING IN WAYS THAT PROMOTE LEARNING

- **Drawing** on learners' prior learning
- **Using** Formative assessment: Feedback
- **Using** Formative assessment: Feedforward
- **Using** Co-construction processes
- **Using** Power-sharing strategies

FORMATIVE ASSESSMENT PEDAGOGY

- Through Relationships First PLD, WSL workshops and C&M strengthen
 - drawing on learners' prior learning
 - using formative assessment:
 - feedback
 - feed forward
 - Co-construction processes
 - Using power-sharing strategies
- **Coaching and Mentoring** with Impact Coaches used to grow RF practice.
- WST - running staff meeting / workshops around Part 2 of the RF Profile
- Branch Leaders / Branch North East Hui
- PLD Cognition - AP / DP, NMiddle Leaders



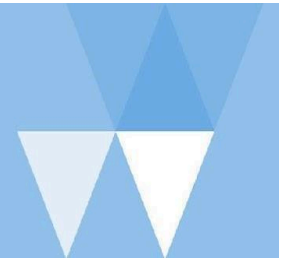
STRUCTURED LITERACY

- Reflect on and review the impact of the Structured Literacy programme and continue to deliver learning through a Structured Literacy approach and using the Code to teach spelling.
- Continue to further our practice around teaching sentence formation and punctuation



Tātaritanga raraunga

| 2024 Targets | | | |
|--------------|---|--|---|
| Year Cohort | Reading | Writing | Mathematics |
| Year 1 | Māori achievement parallel to NZ European <ul style="list-style-type: none"> 17 targeted learners | | Māori achievement parallel to NZ European |
| Year 2 | Move 50% of ākonga achieving below to meeting the expectation (Level 21/Stage 7.1). <ul style="list-style-type: none"> 18 learners | | Maintain Girls achievement in maths with Stage 3 and 4a learners reaching 4b <ul style="list-style-type: none"> 9 focus learners 24 learners close monitoring |
| Year 3 | Raise girls achievement by 15% to 76% meeting Level 21 <ul style="list-style-type: none"> 12 targeted learners | | Raise girls achievement by 15% to 57% meeting 5a <ul style="list-style-type: none"> 16 targeted learners 13 learners close monitoring |
| Year 4 | | | Raise Y4 achievement to meet 5b in maths from 57% to 70% <ul style="list-style-type: none"> 18 learners targeted of which need to move 9 |
| Year 5 | | Move 21 % of cohort to 3i <ul style="list-style-type: none"> move 15 of the 23 named targeted learners | Raise achievement by 10% at 6a (one Branch - half the Year 5 cohort) <ul style="list-style-type: none"> Move 7 learners to 6a |
| Year 6 | | To move 75% of the learners working at 2ii end of 2023 to 3ii by the end of 2024 <ul style="list-style-type: none"> move 18 of the 23 targeted learners | To move 72% from stage 5 to stage 6 in prop/ratios by the end of the year. <ul style="list-style-type: none"> 18 of the 25 targeted learners |



Tātaritanga raraunga