

Paparangi School

Growing Adventurous Learners

Analysis of Variance

How well were our 2020 goals met?

April 2021

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 4 year broad aims/goals.

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

Our School Charter guides the Board 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 2021 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 2020 goals met?

This is a review of this year's Strategic Plan and Annual Goals. A variance report identifies the difference between the targets the 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	2020 1.1 Inspire a professional learning community who reflect on and hone their craft, making improvements to their practise that benefits student learning and positive well-being for all.	2020 1.2 – Design and deliver quality writing programmes and interventions that accelerate progress and raise achievement.	2020 1.3 Resource and support appropriately students with additional needs. Implement effective systems for monitoring progress and achievement of at-risk learners.

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. Other PD programmes (such as writing and digital learning) were put on hold due to disruptions caused by COVID19.

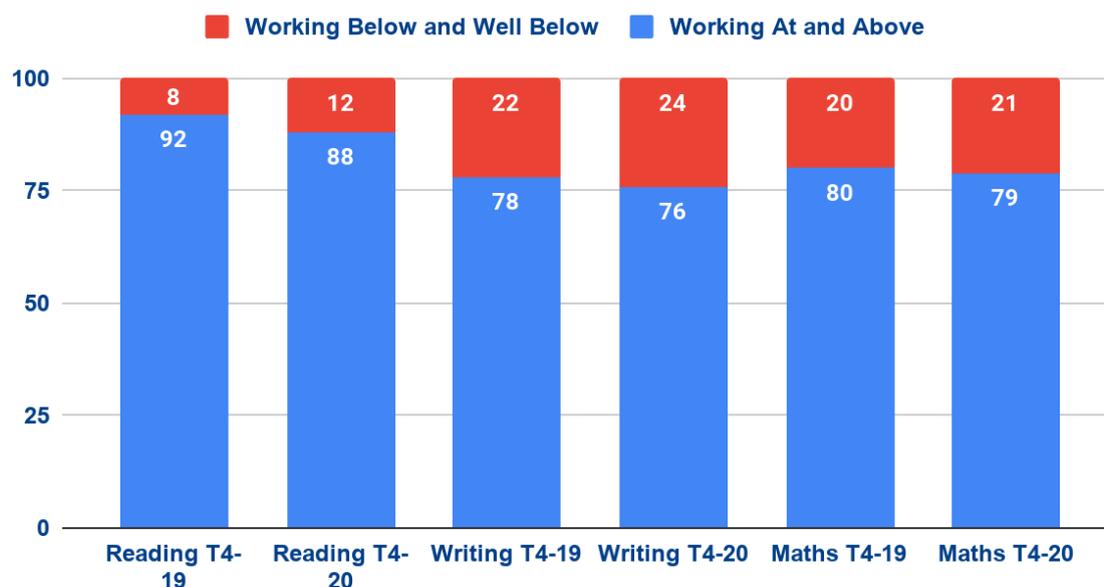
This year we continued to implement the Learning Support framework put in place last year, when the Board created a Learning Support Team (LST) - with a teacher from each team designated 'Learning Support Co-ordinator' (LSCo). The three LSCOs worked together to support students, their families, other teachers and teacher aides to deliver an inclusive education for students with additional needs. Providing extra teacher aide hours is an ongoing challenge for the school and once more the Board increased the amount of funding in this area, but is mindful of still not meeting demands.

End of Year Achievement Results

Reading at/above	END OF 2019	END OF 2020	Writing at/above	END OF 2019	END OF 2020	Maths at/above	END OF 2019	END OF 2020
All	240/262 92%	245/279 88%	All	204/262 78%	211/279 76%	All	211/262 80%	221/279 79%
NZ European	126/131 96%	113/126 90%	NZ European	112/131 86%	98/126 78%	NZ European	113/131 86%	101/126 80%
Asian	54/62 87%	62/66 94%	Asian	45/62 72%	51/66 78%	Asian	49/62 86%	56/66 85%
Māori	46/51 90%	28/39 72%	Māori	36/51 70%	23/39 59%	Māori	35/51 68%	23/39 59%
Pasifika	-	8/9 89%	Pasifika	-	8/9 89%	Pasifika	-	7/9 78%

PLEASE NOTE: We haven't displayed the achievement of every ethnic group 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 European.

End of Year : At/Above & Below/Well Below



Overall rates of achievement are lower than last year's achievement rates, with reading 4% lower than in 2019 - and in maths and writing, there are 1% and 2% decreases compared to the same time last year. We are very mindful of the disruptions to teaching and learning this year and therefore anticipated decreases in achievement rates.

Māori learners are a target group in our school, in particular in girls in maths and boys in writing. In writing, junior students, English language learners and boys will be target groups next year as their rates of achievement are of concern. In maths, Māori girls and English language learners will be targeted next year as their rates of achievement remain of concern.

Planning for next year - SG1: Raise Student Achievement

- ★ 2021 Priority learners: Māori students; ELL learners and Y1-3 readers and writers.
- ★ Our writing achievement results are of concern, but due to disruptions from Covid19, work did not begin as expected to explore this issue. Groups of concern are boys in writing, Māori writers and English Language Learners (ELL). Therefore literacy will be a target area next year, with a focus on oral language and our ever-increasing cohort of English Language Learners.
- ★ An emerging group who will be closely monitored are students who are new to the school in Y2-Y6, as the transient nature of our roll has become much more evident in the past three years.
- ★ We will continue to invest in our staff, their well being and professional development, and next year will replace the appraisal programme with a new Professional Growth Cycle.
- ★ We were given an extension to our Maths Professional Development (PD) programme because of delays from Covid19, which means we will be able to complete PD that was deferred this year. We look forward to embedding what we learned last year, building positive maths communities, with attention shifting to improving assessment and moderation approaches.
- ★ Whilst Learning Support continues to be the biggest area of investment from the Board there is still much more to be done. Next year our Learning Support Team will collaborate with the new Horokiwi Learning Support Coordinators and the school will keep seeking additional streams of funding to further support students with additional learning and behaviour needs. This includes training a teacher in Reading Recovery, providing the school with the means to offer more placements to at risk readers.

Strategic Goal	Annual Goals			
Create collaborative learning environments	2020 2.1 Develop a Senior Leadership Team who support and challenge each other and their teams to grow adventurous learners and who are recognised as leaders of learning themselves.	2020 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.	2020 2.3 - Provide future-focused flexible learning spaces. eg Make improvements to outdoor areas and playgrounds , Rakau Nui and Pounamu classrooms.	
What happened?				
<p>We launched the new GROW values with a big bang at the very start of term one and they proved incredibly valuable as we entered lockdown and then returned to school. Having shared expectations across the school, helped foster coherence and continuity across teams, minimising the disruptions caused by Covid19. The GROW values are present across nearly all contexts and are relatable to adults and children.</p>				
<p>With new staff working across the school, once more a major theme was to develop collaborative learning environments. Teams worked on getting to know each other and established ways of working together and with their students underpinned by the new GROW values. This mahi proved beneficial, giving teams a positive foundation from which to launch into working from home, while striving to keep working as a team.</p>				
<p>Well-being of students and each other became even more of a priority in the wake of Covid19. Teams were able to use teaching approaches such as Learning through Play and S.T.E.A.M to provide authentic contexts for resetting routines and fostering well-being.</p>				
<p>The Senior Leadership Team (SLT) started the year by going on a Leadership Retreat. With a new team member, and new roles within the SLT this was a positive way to foster leadership expectations. At the end of the year we farewelled Ilona Szakats, Assistant Principal, who retired after more than twenty five years service to Paparangi School.</p>				
<p>Work on the Property 10Y Property Plan was delayed for another year. The main focus for property improvements this year was on outdoor spaces, however the installation of new roofing and the boiler pipe projects caused major disruptions to classrooms and there was limited access to the middle of the school for several months. All was not lost though and amidst the delays, the school engaged the services of a landscape architect to design a Master Plan for the school grounds. We invited students, staff and parents to tell us their thoughts, as we considered what to develop next. The Master Plan will guide and inform future projects.</p>				
<p>Enrolments proved steady, and we didn't get an exodus after the lockdown like some other schools experienced. We finished the year with a flurry of Y0 enrolments but are expecting numbers in the junior school to decrease in 2021. Our final roll was 291 students, two more than in 2019.</p>				
Uenuku	Rooms 6-8	Year 0 and Year 1	4 teachers	End of year roll: 77
Pounamu	Rooms 1-5	Year 2 and Year 3	4 teachers	End of year roll: 94
Rakau Nui	Rooms 10-13	Year 4-6	5 teachers	End of year roll: 120
Planning for next year - SG2: Creating Collaborative Learning Environments				
<ul style="list-style-type: none"> ★ We are excited to see where our GROW values take us next year. We have a strong foundation from which to promote positive behaviour across the school. We will also explore ways to support Tier 2 and 3 students using Positive Behaviour for Learning strategies. ★ Due to the retirement of our Assistant Principal, we will welcome a new member to the Senior Leadership Team (SLT) next year. Supporting and challenging the SLT to become the best leaders they can be will be essential for the ongoing success of the school. ★ We still have much more work to do on outdoor play spaces, with delays due to other infrastructure projects. The new Master Plan currently in design will identify specific outdoor projects for the school to work on. We are also planning for improvements to Pounamu & Rakau Nui classrooms in order to provide future-focused, flexible learning spaces, once the school's next 10 Year Property Plan is approved by the MOE. 				

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Strategic Goal	Annual Goals		
Design a responsive local curriculum	2020 Annual Goal 3.1: Design a local curriculum that is inspired by GAL and GROW.	2020 Annual Goal 3.2 Create maths communities where learning dispositions are employed to grow adventurous learners who are confident, creative and possess a mathematical mindset.	2020 Annual Goal 3.3 Use Digital Technologies effectively to enhance teaching and learning.
What happened?			
<p>Due to disruptions caused by Covid19 goal 3.1 was put on hold and goal 3.3 was delayed so that staff could prioritise student wellbeing, their own well being, and implement new Remote Learning Plans, which required learning new skills associated with delivering learning remotely.</p> <p>Professional development in Maths did continue however, albeit a somewhat reduced programme. Teachers worked on gathering student voice and a new assessment tool for maths was introduced. Student voice collected at the start of the year was compared to the end of the year and showed that more students see themselves as mathematicians and are developing a sense of what it means to be a mathematician. Teachers also started to review systems for planning and what's in place to support teachers to plan effectively. From this work the Senior Leadership Team started work on designing planning templates which will be trialled next year.</p> <p>As part of 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.</p>			
Planning for next year - SG3: Design a responsive local curriculum			
<ul style="list-style-type: none"> ★ Whilst much of this work was put on hold due to Covid19, the redevelopment of our local curriculum continues to be a priority and will be picked up again in the new year; so that as a school we clearly articulate <i>what</i> students learn and <i>how</i> 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. ★ Trial new planning templates in maths, reading and writing. ★ Work with teachers to ensure greater proficiency in using the NZC in all it's glory, so we'll continue to work on teaching and learning, assessment and reporting processes. ★ Finish the maths mahi with our external facilitator before moving into professional development with a focus on oral language, English language learners and writing. ★ Prepare for the introduction of the Digital Technologies curriculum; develop a school wide Action Plan that enhances digital learning across the school. This work was also delayed by Covid19 but will start again in 2021. 			

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Strategic Goal	Annual Goals		
Foster a healthy and active community who think and act sustainably	2020 Annual Goal 4.1: Make connections with our community that make a positive difference to student achievement and well-being.	2020 Annual Goal 4.2: Provide a safe environment and healthy conditions for working and learning. Review our environment (systems and practices) working within the PB4L framework.	2020 Annual Goal 4.3: Work with our community to keep being a Green-Gold Enviro School. <div style="text-align: center; font-size: 2em;">✓</div>

What happened?

In term four Paparangi School received another Green/Gold Holistic Award from EnviroSchools. This is a major accomplishment and we are proud to have been awarded back to back Green/Gold awards. Students, staff and parents were part of the reflection day or contribute to the range of sustainable projects that are active in our school.

This was an unprecedented year, with disruptions to schooling caused by a pandemic for the first time in the school's history. Our first priority focussed on how to make connections with our community during a lockdown and then also promoting wellbeing with the return of staff and students to school eight weeks later. Even when moving in and out of Alert Levels 1 and 2 which happened throughout the rest of the year, staff monitored student engagement and well-being.

Our staff were amazing, demonstrating their dedication to our students, working quickly to upskill themselves and then roll out a Remote Learning Plan, engaging and interacting with students at home thanks to the magic of technology. Families and students adapted to this new way of learning, participating in ways that made sense for their family.

A Pandemic Response Team (PRT) was introduced with members of the Senior Leadership Team, Office Manager and Board of Trustees. This team was responsible for ensuring robust Health and Safety Plans were in place for each of the four Alert Levels introduced by the Government as part of the country-wide response to Covid19.

Many of our regular school events were cancelled or adapted to work around the lockdowns or various Alert Levels. We couldn't run Student Led Workshops but we did hold Parent Teacher Interviews. Assemblies were put on hold and then when we did start them up again we discovered we'd almost outgrown the size of the hall!

Thankfully the annual Family Fun Night was held in March, a few weeks before the lockdown. The Gully GutBuster was postponed due to the lockdown and eventually went ahead in November, baring the brunt of a heavy downpour. Running events like these 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 discos and sausage sizzles throughout the year, once more making a significant fundraising contribution to the school for the year. Fund-raising in 2020 is going towards outdoor playground improvements.

A School App was introduced this year, giving the school and parents another way to communicate with each other. It is used to relay alerts about upcoming events, and has a useful absent notification function as well. Following on from this the Board are also working to update the website. This year the logo has been worked on, following consultation with staff and students, and a new logo will be introduced in the new year, drawing on our location and special features of the school.

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 with Whānau and Parents in a variety of ways about teaching and learning, with the aim of connecting with as many families as possible.
- ★ Introduce the new logo to staff and parents. Work on a new school website and alignment with the school app.
- ★ Collaborate with Paparāangi kindy and other schools, supporting environmental endeavors across the Horokiwi Cluster. Identify other opportunities for our school to be sustainable; exploring much more than the Natural World strand of Science Curriculum.

