

Paparangi School

Growing Adventurous Learners

Variance Report

How well were our 2021 goals met?

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

April 2022

Dear Parents, Whānau and Caregivers

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

Introduction: Containing the school's profile, vision statement and values.
Strategic Plan: The Board's 4 year broad aims
Annual Goals: Current year's goals outlining planned improvements.

Our Charter guides the Board of Trustees, Principal and Staff and in fact the whole community, in the work we do. The Charter along with 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, Principal and 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 goals have been reviewed and this Variance Report sets out what was accomplished in 2021. From this analysis the 2022 Annual Plan is set. The Variance Report is available on the school website or you are welcome to request a copy at the school office. Your questions or comments regarding this report are most welcome.

Regards

Paparangi Board of Trustees

Variance Report - How well were our 2021 goals met?

This is a review of the Annual Goals for 2021. A variance report identifies the difference between the goals the Board sets and the actual achievement of these goals. The Board then uses this information to establish priorities for future goal 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	1.1 Design a <i>Professional Growth Cycle</i> that enables teachers to reflect on and hone their craft, and make improvements to their practice that benefits student learning and positive well being for all. (Maths; Literacy/ Writing/Oral Language, Digital Learning)	1.2 - <i>Not completed due to Covid disruptions.</i> Design and deliver quality oral literacy/writing programmes and interventions that accelerate progress and raise achievement.	1.3a) Resource and support appropriately students with additional needs. b) Design a school-wide programme for extending diverse learners (Maori & Pasifika; G&T). c) Collaborate with Horokiwi LSCs to strengthen Learning Support systems in our school.

So what happened?

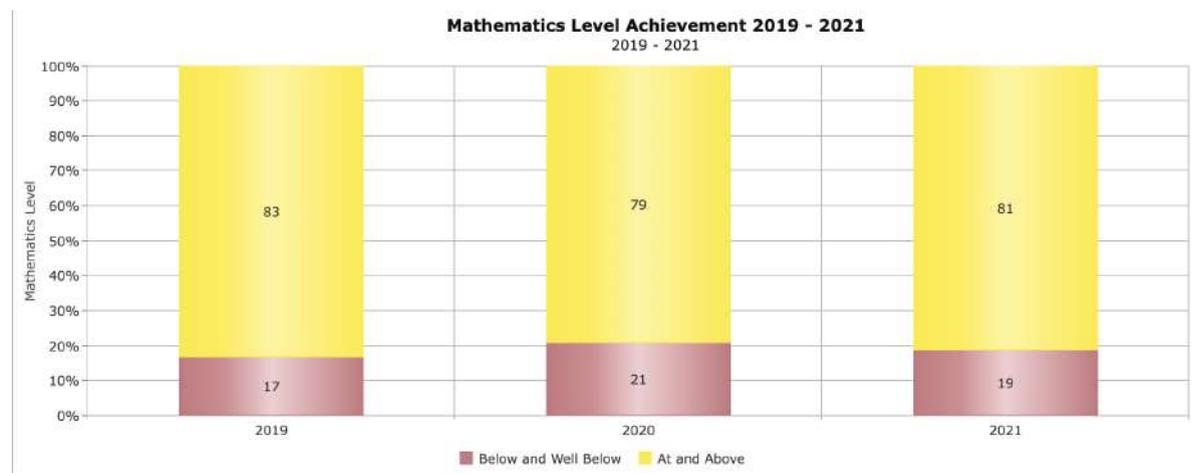
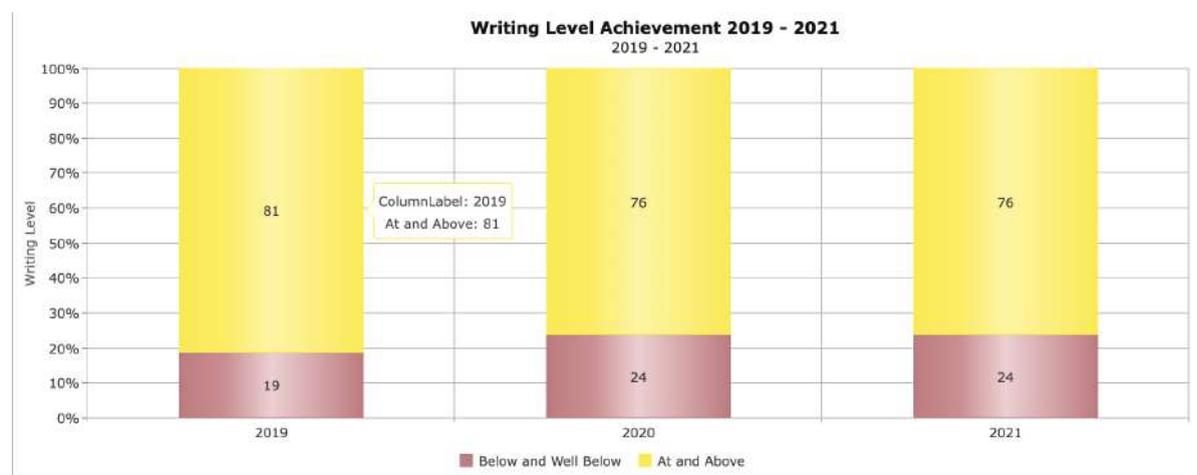
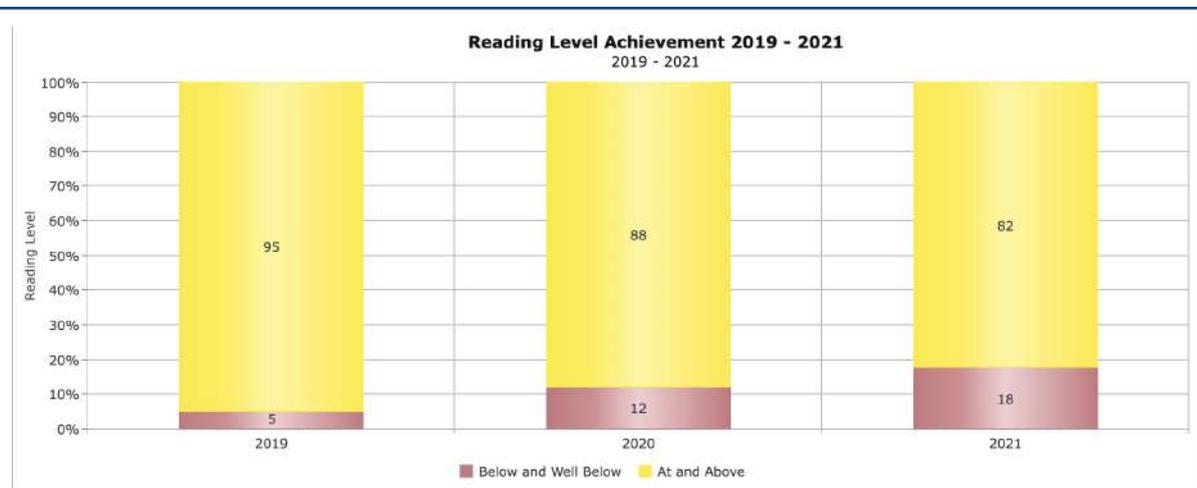
The shift from appraisal to introducing a 'Professional Growth Cycle' went smoothly and staff worked with their Team Leaders to set and review goals, carry out teacher observations and create Quality Practice Templates underpinned by the Professional Standards.

Professional development centred on implementing a new assessment tool for maths. Other PD programmes (such as writing and digital learning) were put on hold due to disruptions caused by COVID19.

The Learning Support Team worked together to support students, their families, other teachers and teacher aides to provide support 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. It was the first year of working with the Learning Support Coordinators who are now working across all four Horokiwi primary schools. They are working with our Learning Support Team to coordinate support for students with additional needs.

End of Year Achievement Results

Reading at/above	END OF 2020	End of 2021	Writing at/above	END OF 2020	End of 2021	Maths at/above	END OF 2020	End of 2021
All	88%	82%	All	76%	76%	All	79%	81%
NZ European	90%	90%	NZ European	78%	80%	NZ European	80%	84%
Asian	94%	81%	Asian	78%	76%	Asian	85%	80%
Māori	72%	75%	Māori	59%	71%	Māori	59%	73%
Pasifika	89%	89%	Pasifika	89%	89%	Pasifika	78%	89%



Rates of achievement for reading are lower than last year's achievement rates, with reading 6% lower than in 2020. In writing, achievement rates have stayed the same and in maths there is a 2% increase in students who are working at or above their expected level compared to the same time last year. We are very mindful of the on-going disruptions to teaching and learning due to Covid19 and therefore anticipate a possible decrease in achievement rates.

Māori learners are a target group in our school, in particular - girls in maths and boys in writing. In writing, our English Language Learners are also a target group as their rates of achievement are of concern.

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 started reporting the achievement of Asian students in 2020 as they are now the second biggest group in our school, after New Zealand European.

Planning for next year - SG1: Raise Student Achievement

- ★ 2022 Priority Learners: Māori students, English Language Learners and students with Tier 2 Behaviour needs. Another group who will keep being closely monitored are students who are new to the school in Years 2-6, as the transient nature of our roll has become much more apparent in the past three years. This year 20 students arrived and 28 students left.
- ★ Our writing achievement results are of concern, but due to disruptions from Covid19, work did not begin as expected to fully explore this issue. Literacy will be the major focus area next year, with a successful application made for professional development funding to focus on upskilling teachers in the teaching of oral language. Proficiencies with Oral Language contributes to better outcomes in reading and writing.
- ★ Our new Professional Growth Cycle is up and running, so next year will focus on ensuring teachers have greater opportunities to inquire into their professional practice and continue to develop their skills for the classroom.
- ★ Learning Support continues to be the biggest area of investment from the Board and yet there is still much more to be done. The SENCOs will continue work to ensure our school offers an inclusive education for all students, improving our systems so they enable staff to create positive learning environments for all.

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Strategic Goal	Annual Goals		
Create collaborative learning environments	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.	2.2 Through the Positive Behaviour for Learning School-Wide framework (PB4L), embed a positive behaviour and learning culture that enables staff and students to be the best they can be.	2.3 - <i>Not completed due to Covid disruptions.</i> Provide future-focussed flexible learning spaces. eg Make improvements to outdoor areas and playgrounds, Rākau Nui and Pounamu classrooms.

What happened?

The GROW values continue to have a significant impact providing a consistent framework for positive expectations across the school. The GROW values are utilised across all contexts and are very relatable to visitors, staff, tamariki, their families & whānau. Well-being of students and each other became even more of a priority as the demands of working in a Covid19 environment became more apparent. 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.

The Senior Leadership Team (SLT) worked positively to establish their leadership roles. The SLT was integral to supporting the school community as we dealt with the loss of a student and a staff member in 2021. We remember with aroha Myka Tuala, aged 6, and Ilona Szakats, who was a staff member for nearly 25 years before her retirement in 2020.

Work on the Property 10Y Property Plan was delayed due to pressures in the construction industry and restrictions due to Covid19. Planning for infrastructure projects is underway.

Enrolments slowed in 2021 with less students starting in the juniors than in recent years. Our final roll was 281 students, 10 below 2020.

Uenuku	Rooms 6-8	Year 0 and Year 1	4 teachers	End of year roll: 63
Pounamu	Rooms 2-5	Year 2 and Year 3	4 teachers	End of year roll: 87
Rākau Nui	Rooms 10-13	Year 4-6	5 teachers	End of year roll: 131

Planning for next year - SG2: Creating Collaborative Learning Environments

- ★ Thanks to the GROW values we have a strong foundation from which to promote positive expectations across the school. Next staff will explore the Tier 2 Positive Behaviour for Learning framework, with a view to enabling students with diverse behaviour needs to be the best they can be.
- ★ The work of our Middle Leaders and Lead Teachers is essential to ensuring ongoing improvements in teaching and learning. A focus on developing their leadership capability will begin in 2022. Creating collaborative learning teams will be a focus with several teachers moving to a new level of the school.
- ★ We still have much more work to do on rejuvenating outdoor play spaces, with delays due to other infrastructure projects and of course Covid19. The Master Plan is helping to identify specific outdoor projects for the school to work on. We are also planning for improvements to Rākau Nui classrooms in order to provide future-focussed, flexible learning spaces, now that the school's next 10 Year Property Plan has been approved.

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Strategic Goal	Annual Goals		
Design a responsive local curriculum	3.1 - <i>Not completed due to Covid disruptions.</i> Design a local curriculum that is inspired by GAL and GROW.	3.2 - <i>Not completed due to Covid disruptions.</i> Design oral language progressions & literacy progressions/curriculum expectations where adventurous learning dispositions are explored, modelled and encouraged through literacy to grow adventurous learners who are confident, creative and communicate effectively with others.	3.3 - <i>Not completed due to Covid disruptions.</i> Use the new Digital Technologies Curriculum to enhance teaching and learning.
What happened?			
<p>Due to disruptions caused by Covid19 goal 3.2 was put on hold and goals 3.1 and 3.3 experienced delays as we prioritised student wellbeing, their own well being, and implemented Remote Learning Plans, which required learning new skills associated with delivering learning online.</p> <p>Professional development in Maths did continue however, albeit a somewhat reduced programme. Teachers became familiar with using a new maths assessment tool. Student voice collected at the start of the year was compared with end of the year data and showed that more students see themselves as mathematicians and are developing a sense of what it means to be a mathematician. New planning templates and responsive guides were also introduced.</p> <p>The local curriculum overview was finalised, bringing together all the aspects of teaching and learning that contribute to growing adventurous learners.</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.</p>			
Planning for next year - SG3: Design a responsive local curriculum			
<ul style="list-style-type: none"> ★ With much of the local curriculum development put on hold due to Covid19, unpacking our GAL curriculum framework is still a priority and will be picked up again in the new year; so that as a staff we can 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 Growing Adventurous Learners vision and GROW values. ★ Work with teachers to ensure greater proficiency in using the NZC in all its glory. ★ Evaluate maths responsive guides and new planning templates in maths, reading and writing. ★ Facilitate professional development with a focus on oral language and literacy, in response to the growing number of English Language Learners and the decline of literacy achievement rates. ★ Develop school wide Action Plans for NZ Curriculum changes. Work on the Digital Technologies curriculum was delayed again by Covid19 but will be picked up next year. Staff will also begin to explore the new Aotearoa New Zealand Histories curriculum. 			

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Strategic Goal	Annual Goals		
Foster a healthy and active community who think and act sustainably	4.1 - Not completed due to Covid disruptions. Make connections with our ELL, Māori and Pasifika communities that make a positive difference to student achievement and well-being. *Value language, culture and identity. *Celebrate the diversity of our community *Integrate te reo me ngā tikanga Māori into teaching and learning.	4.2 Provide a safe environment and healthy conditions for working and learning.	4.3 - Not completed due to Covid disruptions. Collaborate with EnviroSchools, Paparāangi kindy and other schools in our community to support environmental endeavours, growing kaitiakitanga across the Horokiwi Cluster.

What happened?

This year has also been impacted by disruptions caused by Covid19. Our ongoing priority has been to maintain daily routines as much as possible alongside the health measures that were introduced. Staff closely monitored student engagement and well-being.

Our staff were amazing, demonstrating their dedication to our students, working quickly to upskill themselves and prepare the next iteration of our 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.

The Pandemic Response Team (PRT) was active as required, with members of the Senior Leadership Team, Office Manager and Board of Trustees contributing to the oversight of our pandemic response. Eg ensuring Health and Safety Plans were in place for each of the Alert Levels and Traffic Light Settings introduced by the Government as part of the country-wide response to Covid19.

Many regular school events were cancelled or adapted to work around the lockdowns or various Alert Levels. We couldn't run our traditional leaving ceremony for year six students, sports events and assemblies were put on hold for much of the year.

The Home and School Committee responded to the restrictions, organising different types of fundraisers throughout the year, once more making a significant fundraising contribution to the school for the year. Fund-raising in 2021 went towards a new outdoor stereo system, friendship seat, senior camp and leaving gifts for Y6 students. Running events has become even harder in a pandemic environment, as it was already a struggle to find enough parents or 'friends of the school' who are willing to volunteer their time to help behind the scenes. The small, yet dedicated committee is already considering future fundraising opportunities in 2022.

Our new website launched this year, giving the school another way to communicate with its community.

Planning for next year - SG4: Foster a healthy community

- ★ Recognise the impact of working and learning in a pandemic and be responsive to the rapidly changing situation; maintaining support families, students and staff.
- ★ Use responses from the T4 community consultation to identify areas of strength and future areas of improvement.
- ★ Continue to raise awareness of our GAL vision and GROW values and what they stand for with staff, students, parents and the wider community. Find ways to work together to 'Grow Adventurous Learners'.
- ★ Seek opportunities to collaborate with Paparāangi kindy and other local schools, supporting environmental endeavours across the Horokiwi Cluster. Identify new opportunities for our school to become more sustainable; exploring much more than the Natural World strand of Science Curriculum.