

## 2022 Statement of Variance

**Puni School 1455 Summary of Annual Goals 2022 (Prepared for the BOT and community)**

**Due to the Ministry and to be publish by the end of May 2023**

**The 2023 Annual Plan and Goals is prepared separately**

### Overview

As part of our work with ERO and as a staff we have been working on a way in which our annual goals, targeted students, data, actions and reflections can all be in one place. All these were in place, but spread across a number of a number of documents and in turn meant referring to a range of information, rather than something that is used to support planning and student achievement

This document has been formed working alongside our staff and syndicates and as a result has had the students' names removed. They have been replaced by numbers of students. This information I am sharing is the overall goals, actions and in turn updates for the 2022 year. It also has a summary of the data.

### Strategic Plan

The annual plan is drawn from the overarching goals and strategic initiatives [Puni School Strategic Plan: 2021-2023 \(2022 update\)](#)

### ERO

Working alongside our Evaluation Partner the following plan has been developed over 2020-2022 and works alongside any annual planning

[Puni School 1455 Evaluation Plan Dec 2021 modification.docx](#)

### Summary of 2022 data (Year 2-6)

**The link below compares** the current students against where they should be by the end of the year curriculum expectations, so initial data will vary, from end of year 2022 achievements. The purpose is to show growth and progress over the year within the different cohorts meaning a more accurate picture for the current needs of the students. This will be updated three times during the year. The impact of collecting accurate OTJ's was impacted by the Covid outbreak, so this would normally have been completed earlier in term 1.

[2022 Curriculum Levels - Tracking over the year BOT reporting](#)

The next link show a summary of each year level and the relevant cohorts. This does include our year 1 students even though some have not had a full year at school

[Puni School Data Collection 2022](#)

## Summary of progress over time

It is also important to understand the impact of Covid and our progress over time across the school and respect cohorts. The table and comments below so progress going back to 2016.

Summary of Data - This is students who are at or above when compared to the expected curriculum level for the end of their year																		
Year / cohort	Reading 2022			2019	2020	2021	Writing 2022			2019	2020	2021	Maths 2022			2019	2020	2021
	Time 1 End term 1	Time 2 Wk 5 term 3	Time 3 End Nov	Overall %	Overall %	Overall %	Time 1 End term 1	Time 2 Wk 5 Term 3	Time 3 End Nov	Overall %	Overall %	Overall %	Time 1 End term 1	Time 2 Wk 5 term 3	Time 3 End Nov	Overall %	Overall %	Overall %
<b>Maori</b>	5/32 (16%)	9/31 (29%)	17/30 (57%)	65%	57%	37%	2/32 (6%)	7/31 (22%)	15/30 (50%)	78%	49%	51%	5/32 (16%)	11/31 (35%)	18/30 (60%)	73%	59%	43%
<b>Pasifika</b>	5/12 (42%)	4/11 (36%)	7/13 (54%)	45%	50%	25%	4/12 (33%)	5/11 (45%)	7/13 (54%)	55%	50%	25%	5/12 (42%)	6/11 (54%)	9/13 (69%)	60%	67%	56%
<b>NZE/ Pakeha</b>	49/106 (46%)	64/113 (57%)	93/116 (80%)	Did not report on NZE	Did not report on NZE	67%	43/106 (40%)	70/113 (62%)	92/116 (79%)	Did not report on NZE	Did not report on NZE	67%	51/106 (48%)	69/113 (61%)	95/116 (82%)	Did not report on NZE	Did not report on NZE	62%
<b>Male</b>	22/85 (26%)	39/89 (44%)	54/84 (64%)	64%	58%	31%	20/85 (23%)	35/89 (39%)	48/84 57%	68%	52%	42%	30/89 (34%)	47/89 (53%)	61/84 73%	66%	66%	40%
<b>Female</b>	50/98 (51%)	56/95 (59%)	79/98 (81%)	83%	75%	60%	50/98 (51%)	61/95 (64%)	79/98 81%	92%	79%	69%	43/95 (45%)	59/95 (62%)	76/98 77%	67%	65%	46%
<b>All</b>	72/183 (40%)	95/184 +23 students (52% +12%)	133/182 +61 students (73% +33%) -2% pre Covid	73.5%	66%	45%	70/182 (38%)	96/184 +26 students (52% +14%)	127/182 +57 students (69% +24%) -12% pre Covid but above 2016-18 data	80%	65%	56%	73/183 (40%)	106/184 +33 students (58% +18%)	137/182 +64 students (75% +35%) +9% and highest since 2016	66.5%	66%	46%

Overall Historical data (2016-2022)

Year (all students)	Reading	Writing	Maths
2016	80%	67%	65%
2017	72%	59%	69%
2018	82%	67%	71%
2019	75%	81%	68%
2020 (Covid impacted)	66%	65%	66%
2021 (Covid impacted)	45%	56%	46%
2022 Limited (Covid impact)*	73% - 18% from 2021	69% + 13% from 2021	75% +29% from 2021

## **Points of interest around the data summary**

**In terms of the future our year 1 data is as follows. This includes some students who have not had a full 12 months at school, but allows us to plan moving forward.**

Reading 75% at or above  
Writing 100% at or above  
Maths 91% at or above

**This means our overall school wide data (including the Year 1 students) is**

Reading 71% at or above (73% Year 2-6)  
Writing 75 % at or above (69% Year 2-6)  
Maths 78% at or above (75% Year 2-6)

**Increase compared to end of 2021 by cohort (Year 2-6)**

**Reading % increase for students in meeting / above expected level**

All +28%  
Maori +20%  
NZE +13%  
Pasifika +29%  
Male +33%  
Female +21%

**Writing**

All +13%  
Maori - 1 %  
Pasifika +29%  
NZE +12%  
Male +15%  
Female +12%

**Maths**

All +29%  
Maori +17%  
Pasifika +13%  
NZE +20%  
Male +33%  
Female +31%

**Other points of interest**

- Covid has had an obvious impact and we are now getting back to our pre Covid levels
- Significant shifts since 2020 and 2021
- We are now closer to the 2019 pre Covid data
- The focus on math has seen an all time high
- Female and male data in writing is still seeing gaps, except for maths
- NZE data is also seeing a gap between Maori and Pasifika
- The strong maths focus has started to show results
- Reading is trending back up to traditional levels
- Writing, which was a focus of 2018-2019 saw a big up take in data achievement, but this has been a significant casualty of the Covid interrupted years.

Hayden Brill (Haydon)  
PRINCIPAL  
PUNI SCHOOL

## Goals for each syndicate 2022

### Te Awa Reading (Years 0-2)

**The data tells us:** *Analysis of the data, including relevant %ages, trends and relevant identification of groups of students (by gender, culture, numbers) Reading Mileage and access to leveled readers is important for this cohort. Set and maintain the routines for reading mileage to continue at home.*  
*13/30 are ok and on track to meet milestones without extra interventions*  
*50% of Well Below students had a late start to school in 2021 and/or have attendance concerns.*  
*7 out of 8 students who are At or Above started school at Year 0*  
*4 out of 22 students who are Well Below or Below had a term or more of year zero*

**Our hunch is that:** *Hunches are encouraged – we understand that they may not always be correct/accurate, but these ‘gut feelings’ of teachers usually have a lot of foundation to them, but need to be tested*

- \*Literacy support plan referral for small group intervention- mileage is the concern with COVID- during the long lockdown in 2021 the children did not have access to instructional level texts to be able to maintain their reading levels, Term three is a VERY important term for progress and achievement.
- \*We have focussed on What to do if there is a lockdown, however now we need to move into the next phase encouraging the children to understand what to do in a ‘normal’ situation, this includes offering Reading Together for those whanau who have missed out in the past.
- \*Yellow reading is an essential level that cannot be missed or overlooked in order to have really good reading behaviours/ habits and skills, children were ‘due’ to hit yellow during term 3 or 4 have now ‘fallen behind’ this is over 25% of the cohort
- \*Now that we have reports in term 1 we are interested to see the comparison of term 2 and 3 being such good ‘learning’ terms without the addition of assessment requirements.

**Goal/s:** *For specific groups identified; could include an overall class goal if appropriate; could use %ages (aligning with data analysis above) or numbers of students to raise/shift*

- To tie in our literacy programme to encourage a close relationship between reading and writing to ensure that the tamariki have a ‘double-hit’ of literacy daily

*Better Start Literacy- Phonics based programme	Lesley completing Micro-credential in Term 1 and 2	<a href="#">Better Start Literacy</a>	10 week check in- teacher reflection- Lesley Moloney
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### Te Awa Reading (Years 0-2) update for term 3

**The data tells me:** *Analysis of the data, including relevant %ages, trends and relevant identification of groups of students (by gender, culture, numbers)*

- 43% are AT however we really need to look at ensuring they are entering the Middle Syndicate at 1A.
- Again mileage is a concern, children need to be involved in meaningful writing tasks on a daily basis with lots of engagement

**Our hunch is that:** *Hunches are encouraged – we understand that they may not always be correct/accurate, but these ‘gut feelings’ of teachers usually have a lot of foundation to them, but need to be tested*

- “Double-hit” of literacy is important
- Use of technology to support/ engage early writers?
- During the lockdowns parents were not confident encouraging students to write independently and seem to think that writing is simply handwriting or copying.


**The data tells me:** Analysis of the data, including relevant %ages, trends and relevant identification of groups of students (by gender, culture, numbers)

- Well Below- Children have moved on average 4 Reading Levels since our Time one assessment, One child who has not moved does have additional requirements and we are looking at applying for extra funding for that child
- 5 Maori students are currently working below where they should be by the end of 2022
- Below-** Average movement of approximately 5 reading levels per child
- At-** Average movement of approximately 6.5 reading levels per child
- Above-** Average movement of approximately 3.5 reading levels per child
- Totals- As above a large amount of movement/progress from well below into below. Well below down to 8 from 17- 9 children have moved from Well-below to below. Six children have moved into 'above' One child has moved from 'below' to 'above'.

**Goal/s:** For specific groups identified; could include an overall class goal if appropriate; could use %ages (aligning with data analysis above) or numbers of students to raise/shift

- Level 9 students who need accelerated progress to meet targets
- To tie in our literacy programme to encourage a close relationship between reading and writing to ensure that the tamariki have a 'double-hit' of literacy daily

Deliberate interventions (teaching, planning)	Tamariki/ Kaiako	Focus strategies for next steps for learning	Timeline/ Reflection	Extension strategies
Reference to an IEP or Behaviour Plan is often included				Can include references to GATE assessment; peer tutoring; 'extras for experts'; challenges listed in planning etc.  Choice, Creativity and Challenge - REACH
Student x 1 has completed Reading Recovery as of 19/08/22	Reading at Green level within the class at the moment Maintain 'easy' texts to support him with his confidence Given a 'job' to support other readers within his class Works with 'Orange' group in class, but sends a green reader home			Student x 1 has an independent book box ready for reading mileage.
3 students	Picked up for Reading Recovery Term three 2022		Term Three	Siobhan McKenna finished work end of term 3 2022. She has provided independent books for these children to use in term 4.

<p><b>BSLA Assessment</b></p>	<p>Les to complete 31st August Will put data on this form</p>			<p>Initial data from BSLA, definite movement in each of the areas. Will delve into this more during the term break.</p>
<p><b>“Yellow/ Blue” Readers</b></p>	<p>Lesley to read 1:1 with a group of Yellow/ Blue readers to help them with mileage</p>	<p>22 students targeted</p>	<p>Up to twice a week until the end of term three Re-evaluate at the start of Term 4. Then move focus to our ‘yellow’ Year One readers.</p>	<p>Continue for Term 4</p>
<p><b>Reflections:</b> Reflections on the goal, progress, or any ‘downward’ shifts</p> <ul style="list-style-type: none"> <li>• One on one reading is successful with the group of readers. L- found that the children moved quite rapidly upwards. Will continue in Term Four. EM has not been at school for a single session at this stage</li> <li>• Continue to focus on these readers and include some of the Year one students who are beginning their literacy journey. C – Can absolutely see the benefit of this one on one reading when the tamariki are back reading in class.</li> <li>• Team Leader to observe reading lessons across the syndicate, perhaps set up a rotation so that everyone can see each other teach reading/ peered ideas/ peer evaluations, always good to see other people’s ideas to motivate</li> <li>• Tier 2 BSLA interventions in place for 8 weeks next term (4) with the group of tamariki from Waikato who made little progress with BSLA</li> <li>• Employ Siobhan for one day to go around and teach alongside the members of Te Awa to get some ideas of how Reading Recovery approaches can be used in classes to support certain tamariki</li> <li>• No fixed assessment dates or expectations this term, however teachers are reporting movement and completing Running Records as children move through the levels.</li> <li>• Struggling with S.R. trialling in-class support in Term Four, rather than withdrawal as he often doesn’t know what to do when he returns to class. Ainslie will work with him on a literacy tumble to ensure that he has time to complete mahi and also work independently</li> <li>• Working hard to strengthen M’s reading ability – As well as reading both in her reading group and with the teacher, she does tuakana-teina reading with other confident readers in Te Puawai daily. She is making progress and her confidence is growing.</li> </ul>				
<p><b>END OF YEAR REFLECTION:</b></p> <p>Big focus on comprehension at the higher end of reading, which has seen a slight decrease in some of the levels. This is not a concern, as it does show a depth of practice and understanding which is very important at the upper levels.</p> <p>7 children who have not reached the reading expectation</p> <p>S- additional needs, global developmental delay, RTLB support, eye test- slight vision impairment</p> <p>G- new to Puni School, did NOT attend any school after 2021 lockdown. Currently sitting on 90% attendance which is positive. Eye tests done- no glasses needed.</p> <p>E- attendance just over 50% for the year. Has missed- 15 Mondays, 18 Tuesdays, 17 Wednesdays, 19 Thursdays and 16 Fridays.</p> <p>M- 61% attendance. has been absent for 20 Mondays this year.</p>				

R- Diagnosed with Irlens, blue overlay given, glasses coming soon (Nov) 94% attendance

Z- tries very hard, reading a lot at home, unsure why progress is slow. Glasses worn this year 82% attendance

B- very immature, came to school not ready to learn. Capable of working hard, but retention is not there. Asked parents to reclassify- not willing at this stage. Extra support with Tier 2 BSLA programme, RTLB referral pending for 2023. Has attended Kip McGrath. Mother attended Reading Together. 80% attendance

#### **NUMBERS;**

- At the start of 2022 73% of children were below or well below where they needed to be by the end of 2023. End of year 20% of children were below or well-below- see above for details

#### **FORWARD PLANNING;**

- 6 year nets to be completed early each term
- BSLA- Intro from both year 2 classes.
- Small group work with Lesley, approach other syndicates to offer support for our struggling readers.
- Nightly readers- eg. send 2 books home per week (opportunity for more 'in-depth' teaching per reader).
- Ability based Reading groups
- Reading Together Lesley to promote this at our Powhiri and then subsequent messages to new families- offer a day session too

#### **EXTENSION STRATEGIES;**

- *Tuakana Teina within the classes, as the range is broad*
- *Look into what is on offer locally for Gifted and Talented tamariki*
- *Local experts*
- *Extension Groups in the afternoon- follow the passion of our staff*
- *Develop leadership within our syndicate*



## Te Awa Writing (Years 0-2) update for term 3

**The data tells me:** Analysis of the data, including relevant %ages, trends and relevant identification of groups of students (by gender, culture, numbers)

- 44% are AT
- 50% are BELOW including all 5 Maori students

**Our hunch is that:** Hunches are encouraged – we understand that they may not always be correct/accurate, but these ‘gut feelings’ of teachers usually have a lot of foundation to them, but need to be tested

- We are still trying to make up for ‘loss’ of writing ‘mileage’/time during school lockdowns–as a result of lack of writing over this time (and ‘rushed’ writing) students are working hard to gain confidence in both letter formation and letter sounds.
- With a strong focus on meaningful writing in term 3 and 4 our students will make great progress

**Goal/s:** For specific groups identified; could include an overall class goal if appropriate; could use %ages (aligning with data analysis above) or numbers of students to raise/shift

- To see many of our BELOW students to move into being AT by the end of 2022

Deliberate interventions (teaching, planning)	Tamariki/ Kaiako	Focus strategies for next steps for learning	Timeline/ Reflection	Extension strategies
Reference to an IEP or Behaviour Plan is often included				Can include references to GATE assessment; peer tutoring; ‘extras for experts’; challenges listed in planning etc.  Choice, Creativity and Challenge – REACH
Language Experiences- Kitchen Chemistry Term 4	Lesley and Crystal to work together with Language Experiences- Term 4 Tuesday mornings	<ul style="list-style-type: none"> <li>● Activities to promote sequencing/ language features</li> <li>● Dictation once a week</li> <li>● Listening activities</li> </ul>	Assess mid-term	

**Reflections:** Reflections on the goal, progress, or any ‘downward’ shifts

- Waikato- introduced weekly dictation (when possible) really looking at adding in specific high frequency words and high frequency sounds, along with- have a go words such as observation/ vibrations etc. Seeing where the need is and scaffolding to support those who struggle
- Te Puawai - Dictation is also something we are trying to do more regularly, this has really supported Miss Crystal in trying to slow the writers down to really sound out, listen to and write down the sounds they can actually hear. Rather than rushing ahead and simply ‘guessing’.
- Te Puawai - Slowing down our writing is an on-going goal. There are a few students who really need that one on one encouragement to complete 2-3 sentences independently. However, there are also a large number of tamariki that are often rushing through and trying to be the first finished rather than concentrating on doing their best independent work.
- A lot more scaffolded writing, start our weekend journal altogether and then move into independent work. Can support those who need it while allowing those who write freely a chance to take risks and work independently

- E.L- marked improvement through Reading Recovery intervention
- Still a lot of b and d reversals in class- Kathryn Sears is keen to show me some new approaches to support this. This is evident in Te Puawai also.
- Daily handwriting in Waikato has suffered as the Production took additional time- back into it in Term 4!

#### NUMBERS;

- At the start of 2022 57% of children were below or well below where they needed to be by the end of 2023. End of year 12% of children were below, 3% (one child) was well below. See details below.
- S- additional needs, global developmental delay, RTLB support, eye test- slight vision impairment, more involved with physical 'fun' writing and sequencing through Kitchen Chemistry- able to take the learning home and will dictate a story to the teacher. The physical act of writing is very tricky for him. Beginning to 'write' alphabet soup in class to 'match' his pictures. Great progress, but remains behind in this area.
- G- new to Puni School, did NOT attend any school after 2021 lockdown. Currently sitting on 90% attendance which is positive. Eye tests done- no glasses needed. Has no school stamina or independence
- M- 61% attendance. has been absent for 20 Mondays this year.
- B- very immature, came to school not ready to learn. Capable of working hard, but retention is not there. Asked parents to reclassify- not willing at this stage. Extra support with Tier 2 BSLA programme, RTLB referral pending for 2023. Has attended Kip McGrath. Mother attended Reading Together. 80% attendance
- D- new student mid-year, 14 behavioural 'pink slip' incidents, 83% attendance

#### FORWARD PLANNING;

- 6 year nets to be completed early each term
- Lesley to communicate with the middle syndicate about writing & writing expectations. 'What do they need?'
- Look at collaborative planning for writing in both year 1-2 classes
- More Seesaw incorporation.
- Oral language experiences (extremely valuable for progress).
- Incorporate HPE
- Weekly dictation session.

#### EXTENSION STRATEGIES;

- Tuakana Teina within the classes, as the range is broad
- Look into what is on offer locally for Gifted and Talented tamariki
- Local experts
- Extension Groups in the afternoon- follow the passion of our staff
- Develop leadership within our syndicate

### Te Awa Maths (Years 0-2) update for term 3

**The data tells me:** Analysis of the data, including relevant %ages, trends and relevant identification of groups of students (by gender, culture, numbers)

- 50% of the tamariki are BELOW, including 3 Maori students.
- 60% of our Maori students are AT

**Our hunch is that:** Hunches are encouraged – we understand that they may not always be correct/accurate, but these 'gut feelings' of teachers usually have a lot of foundation to them, but need to be tested  
This will ensure consistency across Team Te Awa.

- With professional development allowing us to unpack each maths stage and the requirements in more detail as mentioned initially. This has supported team Te Awa to teach maths confidently and with more consistency across the syndicate.
- We expect to see more of our students that are BELOW progress and move into AT following term 3 and 4.

**Goal/s:** For specific groups identified; could include an overall class goal if appropriate; could use %ages (aligning with data analysis above) or numbers of students to raise/shift

- To see a large percentage of our BELOW students strengthen their math skills and progress into AT

Deliberate interventions (teaching, planning)	Tamariki/ Kaiako	Focus strategies for next steps for learning	Timeline/ Reflection	Reflection/ Where to from here?
Reference to an IEP or Behaviour Plan is often included				Can include references to GATE assessment; peer tutoring; 'extras for experts'; challenges listed in planning etc.  Choice, Creativity and Challenge - REACH
*School-wide maths focus	<a href="#">Maths 2022 Schoolwide</a>	Unpacking the PACT Learning Progressions Kahui-Ako PRT specific maths focus.	On-going school wide maths focus with Kahui-Ako team.	
*Curriculum Overview	<a href="#">2022 Mathematics Overview Te Awa</a>			
*Assessment PACT tasks term one	<a href="#">PACT Schoolwide spreadsheet</a>			

**Reflections:** Reflections on the goal, progress, or any 'downward' shifts

- The Professional development over the last year has had a huge impact on the way we teach maths and the confidence in which we do so.
- As a team we would love to see this Professional development opportunity follow through into unpacking other learning areas as well.
- Fluid grouping, structured programmes working well
- Able to input data as it comes through
- Use of ARBS to support learning and to provide guidelines for assessment

**NUMBERS;**

- At the start of 2022 50% of children were below where they needed to be by the end of 2023. End of year 85% of children were at or above, 3% (one child) was well below. See details below.
- S- additional needs, global developmental delay, RTLB support, eye test- slight vision impairment, more involved with physical 'fun' writing and sequencing through Kitchen Chemistry- able to take the learning home and will dictate a story to the teacher. The physical act of writing is very tricky for him. Beginning to 'write' alphabet soup in class to 'match' his pictures. Great progress, but remains behind in this area.

- G- new to Puni School, did NOT attend any school after 2021 lockdown. Currently sitting on 90% attendance which is positive. Eye tests done- no glasses needed. Has no school stamina or independence
- M- 61% attendance. has been absent for 20 Mondays this year.
- B- very immature, came to school not ready to learn. Capable of working hard, but retention is not there. Asked parents to reclassify- not willing at this stage. Extra support with Tier 2 BSLA programme, RTLB referral pending for 2023. Has attended Kip McGrath. Mother attended Reading Together. 80% attendance

#### **FORWARD PLANNING;**

- 6 year nets to be completed early each term
- Incorporate HPE
- Follow-up whether the overview is remaining the same. If so, continue to teach from that.
- Fluid grouping depending on pre-assessment/ observation.

#### **EXTENSION STRATEGIES;**

- *Tuakana Teina within the classes, as the range is broad*
- *Look into what is on offer locally for Gifted and Talented tamariki*
- *Local experts*
- *Extension Groups in the afternoon- follow the passion of our staff*
- *Develop leadership within our syndicate*

## Reading Maunga (Years 3-4)

**The data tells me:** *Analysis of the data, including relevant %ages, trends and relevant identification of groups of students (by gender, culture, numbers)*

Year 3 - A huge amount of children sitting on the cusp of moving to the next section.

Year 3 - Over half of the children in this cohort are sitting at below and well below.

Year 4 - a huge group of children sitting at level 22 - hopefully with solid teaching these children will move to the below section by end of year

**My hunch is that:** *Hunches are encouraged – we understand that they may not always be correct/accurate, but these ‘gut feelings’ of teachers usually have a lot of foundation to them, but need to be tested*

\*Parents through lockdown had favoured reading but results have not reflected this.

\*Reading may need a comprehension/Maybe have skill but can not comprehend.

\*Children are probably achieving where they should be as a reflection from time at school (teacher to student relationships)

**Goal/s:** *For specific groups identified; could include an overall class goal if appropriate; could use %ages (aligning with data analysis above) or numbers of students to raise/shift*

**75% of Year 3 and Year 4 will be at or above by the end of 2022 (Year 3 - 39/52) (Year 4 - 26/34)**

Deliberate interventions (teaching, planning)	How?	Who?	When?
<p><i>Reference to an IEP or Behaviour Plan is often included</i></p> <p>*Comprehension teaching. Sheena Cameron - Reading Strategies re-look to support.</p> <p>*Extra tracking and assessment of target students.</p>	<p>Integrated into classroom practice. Use syndicate meetings to upskill each other.</p> <p>Assess twice a term with Running Record. See how they are progressing against their <b>tracking sheet</b>. If they are not tracking, discuss further interventions at team meetings and</p>	<p><b><u>All Teachers in Maunga</u></b></p> <p><b><u>Year 3 (20 Children)</u></b>  <b>Ara Tiatia (9 Children)</b></p> <p><b>Wairere (7 Children)</b>  <b>Ara Matua (2 Children)</b>  <b>Te Puaha (2 Children)</b></p> <p><b><u>Year 4 (17 Children)</u></b>  <b>Te Puaha (8 Children)</b>  <b>Ara Tiatia (4 Children)</b>  <b>Wairere (5 Children)</b>            (3 Year 4 Children)</p> <p>Group referral - 3 Boys (STEPS to support/RTLB left new one to allocate)</p>	<p>During reading sessions in the classroom.</p> <p>Testing- Week 5 &amp; 10 (Check in)</p> <p>Weeks 5 and 10</p> <p>Term 3 and then reassess.</p>

<p>*LSC support for children who need an extra hit of reading</p> <p>*RTLB has come on board to support 3 boys in one classroom who have been identified as having the same gaps</p>	<p>begin implementation. Notify parents students have been identified as a target group to move to standard and they will also be updated on the 5 weekly improvements.</p> <p>Weekly on a Thursday</p>		
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**Reflections:** *Reflections on the goal, progress, or any 'downward' shifts*

- \*The same book for 3 nights is working well for Ara TiaTia students - they are getting a chance to really unpack the story and use different reading skills.
- \*LSC has begun to support 3 students on the targeted students lists - will see how this works out and then will look at more.
- \*Assessment tracking sheet for check in's has really focused the purpose of assessment
- \*Seeing some great progress - syndicate focus.
- \*Comprehension has been supported through Topic research (Ara Matua)
- \*Whole class teaching at expected level focus on vocab (Te Puaha)
- \*Time at school has been a huge factor to the movement
- \*Lots of children have been in vulnerable situations and this has hinder some of the progress these children should be making
- \*The year 3 cohort dropped to 49 children from 52 so this meant 32/49 children were at or above 79.5% of children (+ 4.5% of goal)
- \*The year 4 was 24/34 so we did not quite achieve the goal here 71% (-4% of target)

## Maunga Writing (Years 3-4)

**The data tells me:** *Analysis of the data, including relevant %ages, trends and relevant identification of groups of students (by gender, culture, numbers)*

There is a huge group of children sitting at below in writing in year 3.  
Almost half of Year 4s are also sitting at below. In both groups Boys are the majority of the group.  
Writing is higher as a whole however the same children are sitting in well below for reading.

**My hunch is that:** *Hunches are encouraged – we understand that they may not always be correct/accurate, but these ‘gut feelings’ of teachers usually have a lot of foundation to them, but need to be tested*

Year 3 - due to lockdown children have been written for (parents helping at home) Need to get these children into good habits and change their minds around writing. Also having time to put into quality teaching of the aspects of writing will hopefully see these levels improve.

**Goal/s:** *For specific groups identified; could include an overall class goal if appropriate; could use %ages (aligning with data analysis above) or numbers of students to raise/shift*

**75% of Year 3 and 4 children will be writing at or above by the end of 2022**

**Year 3 - 39/52**

**Year 4 - 25/34**

Deliberate interventions (teaching, planning)	How?	Who?	When?
<p><i>Reference to an IEP or Behaviour Plan is often included</i></p> <p>Confirm writing data so we can use this data?</p> <p>*Structured lessons based on stories. Covers structure, language features etc</p>	<p>Lock in data in Pact, to use the reports to see deeper/surface for teaching.</p> <p>Use story books to support writing to teach skills.</p>	<p><b><u>All Teacher's in Maunga</u></b></p> <p><b><u>Year 3 (16 Children)</u></b>  <b>Ara Matua (2 Children)</b>  <b>Ara Tiatia (12 Children)</b>  <b>Wairere (2 Children)</b></p> <p><b><u>Year 4 (15 Children)</u></b>  <b>Ara Matua (3 Children)</b>  <b>Te Puaha (7 Children)</b>  <b>Wairere (5 Children)</b></p> <p>All teachers, target students</p> <p>All teachers, all students</p>	<p>Term 2 - check in again at the end of term 3 to see progress.</p> <p>Monitor till end of year data is collected.</p>

**Reflections:** *Reflections on the goal, progress, or any 'downward' shifts*

\*Using story books has supported the structure of writing

- \*A day a week for free writing - children can ask the teacher for a word. Assessment is taken into account on ideas not spelling etc (Ara TiaTia)
- \*Kids love writing for enjoyment at the moment once week
- \*More confidence in the Year 4's there is more evidence built to support the movement
- \*Something to break up the solid structure has worked for children in Ara Matua
- \*In the Year 3 cohort we have only 49 children at the end of the year not 52. The final result was 29/49 59% overall (- 16% of goal)
- \*Year 4 25/34 children were at or above at the end of the year. 73% overall so very close (-2% of goal)

### Maths Maunga (Years 3-4)

**The data tells me:** *Analysis of the data, including relevant %ages, trends and relevant identification of groups of students (by gender, culture, numbers)*

Year 4 - 11 boys are sitting in the below section

New assessment data - as we are not putting such a big emphasis on number it is reflective of all areas of maths.

**My hunch is that:** *Hunches are encouraged – we understand that they may not always be correct/accurate, but these ‘gut feelings’ of teachers usually have a lot of foundation to them, but need to be tested*

\*Are Timetables low in the Year 4 group - look at number club to boost these?

\*We can not drill down in the data because the PACT is not confirmed yet.

\*We will see lots of progress - it is a time of shift.

\*PAT vs PACT - How do they go together? What can we get from each of these?

**Goal/s:** *For specific groups identified; could include an overall class goal if appropriate; could use %ages (aligning with data analysis above) or numbers of students to raise/shift*

**76% of Year 4 children will be at or above (26/34)**

**80% of Year 3 children will be at or above (42/52)**

Deliberate interventions (teaching, planning)	How?	Who?	When?
<p><i>Reference to an IEP or Behaviour Plan is often included</i></p> <p>Using Maths homework books to support learning taken place in the classroom</p> <p>*Pact, looking at data. What children need to move? Where do they need to move to for particular sets?</p>	Weekly homework to support	<p>All Teachers/Classrooms</p> <p><b>Year 3 (4 Children)</b> Te Puaha (Michelle &amp; Katrina)- Ara Tiatia - (Libby &amp; Kate)</p> <p><b>Year 4 (2 Children)</b></p>	Weekly



<p>*Using the new maths overviews to follow curriculum coverage.  <a href="#">2022 Maths Overview</a></p>	<p>Checking in to see what we should be doing to ensure the children are getting coverage of the curriculum area.</p>	<p>Te Puaha (Michelle &amp; Katrina)  All teachers - with the support</p>	<p>Week 10 check in against the PACT sets taught that term.</p>
<p><b>Reflections:</b> <i>Reflections on the goal, progress, or any 'downward' shifts</i></p> <ul style="list-style-type: none"> <li>*Whole class teaching is working well</li> <li>*Teaching where they need to be have been able to show movement</li> <li>*Assessment through the strands has supported some children to move too - not just looking at number</li> <li>*Maths overview has supported coverage and where to next</li> <li>*Year 3 Cohort had a few children leave so went from 52 to 49 children. 36/49 74% not achieved (-6 of goal%)</li> <li>*Year 4 cohort end of year data is 26/34 76% not achieved (-2 of goal %)</li> </ul>			

## Rangi Reading (Years 5-6)

**The data tells me:** *Analysis of the data, including relevant %ages, trends and relevant identification of groups of students (by gender, culture, numbers)*

\*There are 16 Year 5 below students. 11 of these are Year 5 boys.

\*There are 8 Year 6 students who are well below. 3 of these are Māori students.

**My hunch is that:** *Hunches are encouraged – we understand that they may not always be correct/accurate, but these ‘gut feelings’ of teachers usually have a lot of foundation to them, but need to be tested*

\*Collect more data that is not online assessments.

\*5 children may not be as engaged in chapter book reading.

\*Some children are reading for pleasure but not meaning focused.

\*Some had difficulty engaging in learning over the covid lockdowns. Possibility that these children were not so computer literate and therefore unable to access some reading programmes to support learning e.g. EPIC

**Goal/s:** For specific groups identified; could include an overall class goal if appropriate; could use %ages (aligning with data analysis above) or numbers of students to raise/shift

\*To increase the reading and comprehension understanding for our Year 5 just below students to move these children up to the expected curriculum level. 69% by the end of the year.

Overall Year 5 will be at 78 %

\*To increase the reading and comprehension understanding for our Year 6 well below students to accelerate their knowledge.

Children to move 1 level by the end of the year; 5 students also targeted 63%

Children to move 2 levels by the end of the year 2 students in this target group 25%

Overall year 6 will be at 81%

Deliberate interventions (teaching, planning)	How	Who Tamariki/ Kaiako	Check in/further steps)
<p>*Additional comprehension activities with in class small group support as well as a focus on fluency and increasing vocabulary.</p> <p>*Specific focus on the Reading strategies of Making connections, predicting and repredicting, questioning and clarifying , inference, summarising and visualising. Various specific resources will be used to support this.</p>	<p>*Children will have a specific comprehension/questions focused sheet a week/daily as additional homework or in class work.</p> <p>* Peer support during lessons</p> <p>* Small group lessons</p>	<p>Te Ao Marama: 1 group a day will have an extra timeslot with the teacher.</p> <p>Te Ao Rangi: Extra session per week with well below group</p> <p>Te Tihi: 10 minutes daily</p> <p>*targeted students partnered with support students with teacher direction</p>	<p>See Reflections</p>
<p>Extension and enhancement opportunities for Rangi Syndicate children</p>	<p>How</p>	<p>Who Tamariki/ Kaiako</p>	<p>Check in/further steps</p>

<p>*Book comparisons (year 6-7 transition unit)e.g. The Suitcase kid &amp; Kensuke's Kingdom (Year 6-7 transition)- *Year 7 Reading comprehension activities</p>	<p>*As part of the reading programme term 1  *within group work</p>	<p>*Te Ao Marama Term 1 3 students from other classes Term 2 /3  *All classes with children working at Level 4</p>	<p>See reflections</p>
<p><b>Reflections:</b> <i>Reflections on the goal, progress, or any 'downward' shifts</i></p> <p>*The use of probes alongside e-asTTle was far more effective in finding where children were achieving. This was particularly noticeable with children with a second language.</p> <p>*All Year 6 children who are well below are neuro diverse.</p> <p>*1 student has just received ORS funding.1 is diagnosed ADD. 1 is ESOL and is currently waiting for a diagnosis for ADHD. 1 has had behavioural issues which are being addressed.</p> <p>4 children have high absences or are late often.</p>			

## Rangi Writing (Years 5-6)

**The data tells me:** *Analysis of the data, including relevant %ages, trends and relevant identification of groups of students (by gender, culture, numbers)*

\*There are 17 Year 5 children who are presenting below their expected level

\*There are 8 Year 6 well below students

**My hunch is that:** *Hunches are encouraged – we understand that they may not always be correct/accurate, but these ‘gut feelings’ of teachers usually have a lot of foundation to them, but need to be tested*

\*The Year 6 children have needed support in the past and found it difficult to engage in writing during lockdown.

\*There has been a high absence from 5 out of the 8 students ranging from 60-80% attendance over time at school. One is SLS funded.

\*These children missed the constant checking needed to support their writing during the lockdowns.

\*All children have been at a disadvantage with missing the Writing opportunities during lockdown. As children need this Teacher input the lockdowns / distance learning have caused problems for our children

\*Spelling knowledge is bringing our students’ writing levels down and holding our students back

**Goal/s:** *For specific groups identified; could include an overall class goal if appropriate; could use %ages (aligning with data analysis above) or numbers of students to raise/shift*

\*To raise the achievement of our Year 5 children who are working below and move to their expected level of the curriculum to 82% by the end of the year.

Result in 75% of year 5 at or above by the end of the year (-7% of goal)

\*To raise the achievement of our Year 6 children who are working well below: 7 by 1 level 88%

Result in 74 % at or above by the end of the year. (-14% of goal)

Deliberate interventions (teaching, planning)	How	Who Tamariki/ Kaiako	Check in/further steps
<p>*Increased 1/1 sessions with children working well below and below with a focus on sentence structure and basic punctuation.</p> <p>*Real situations for writing to inspire and motivate e.g. Warriors writing, scientific experiments</p> <p>*Confidence to use online spelling tools including getting enough letters in the right order and choosing the correct word.</p> <p>*STEPS support material to be used specifically with target children.</p>	<p>Recorded 1/1 session roster to maximise time given using the children’s individual goal cards as a focus.</p> <p>Introduce the topic with motivational content to engage all students and give them a purpose for writing</p> <p>Dictionary/online spelling activities to increase success. Spelling/vocabulary focus daily to increase letter sounds and combinations knowledge</p> <p>Daily sessions. Target children with printed support books.</p>	<p>Teacher/child</p> <p>Teachers organise programs for all students/peer support</p> <p>All students.</p> <p>Target children.</p>	<p>Check in after each writing topic and find new and exciting motivational ideas. Ask students what they want to explore and write about.</p>

<p>*Vivid vocabulary: To include vocabulary focused tasks e.g. vivid vocabulary (choose a word of the day e.g. lethargic. Put the word on board and in groups they need to define it e.g. noun, verb, and put it in a sentence</p> <p>*Focus on basic sentence structure - simple, compound and complex sentences</p>	<p>Children work in pairs/3 to find synonyms of a word and order these from lower level to higher level. These are on display or put together for regular support during writing.</p>	<p>All students support peer groups.</p> <p>Specific targeted sessions on sentence structure with all children working well below in Year 5 &amp; 6.</p>	
<p><b>Extension and enhancement opportunities for Rangī Syndicate children</b></p>	<p><b>How</b></p>	<p><b>Who</b> <b>Tamariki/ Kaiako</b></p>	<p><b>Check in/further steps</b></p>
<p>*Specific Writing tasks</p> <p>*Target the higher language features to extend our students working above or well above</p> <p>*Target accuracy and specific extended punctuation to support the purpose of writing and audience.</p>	<p>Example: Wrote to the PTA to request money for a new play area and money for books. This included researching specific information to persuade the PTA to agree.</p> <p>Workshop sessions in small groups.</p> <p>1/1 editing sessions</p>	<p>Level 4 writers</p> <p>Level 4 writers</p> <p>Level 4 writers</p>	<p>Check in after each writing topic and find new and exciting motivational ideas. Ask students what they want to explore and write about.</p>
<p><b>Reflections:</b> <i>Reflections on the goal, progress, or any 'downward' shifts</i></p> <p>*Working on longer pieces of writing and allowing students to write for longer periods of time, has really supported their language development</p> <p>*Specific tasks related to relevant events, such as The Whale Rider, singers/artists, fairytale retell, playscripts etc..., have engaged students and allowed some to develop a stronger piece of writing. They have also developed more confidence while engaging in the relevant tasks.</p> <p>*Vivid Vocab has increased the types of language students are using on a daily basis. It has also supported their thinking and discussion around the different levels of language and more students are able to choose higher level words rather than simple language they may use daily.</p>			

## Rangi Maths (Years 5-6)

**The data tells me:** *Analysis of the data, including relevant %ages, trends and relevant identification of groups of students (by gender, culture, numbers)*

\*There are 18 Year 5 students, with particular focus on the Year 5 boys, who are working below their expected level

\*There are 10 Year 6 students, with particular focus on the Year 6 girls, who are working below their expected level

**My hunch is that:** *Hunches are encouraged – we understand that they may not always be correct/accurate, but these ‘gut feelings’ of teachers usually have a lot of foundation to them, but need to be tested*

\*The children need to strengthen their basic fact knowledge

\*The children are having difficulty unpacking problems and choosing efficient strategies to solve these

\*Children need confidence to record how they have worked a problem out

\*Children need to see the ‘real’ maths to help understand the concepts and use materials to support their understanding of concepts

**Goal/s:** *For specific groups identified; could include an overall class goal if appropriate; could use %ages (aligning with data analysis above) or numbers of students to raise/shift*

\*To increase the understanding of Mathematical concepts for Year 5 children who are working below their expected level and move towards achieving the curriculum level (67%)

\*Year 5 students will be at or above by the end of the year (81%)

\*To increase the understanding of Mathematical concepts for Year 6 who are working below their expected level and move towards achieving the curriculum level (40%)

\*Year 6 students will be at or above by the end of the year (68%)

Deliberate interventions (teaching, planning)	How	Who Tamariki/ Kaiako	Check in/further steps
<p>* Introducing Dragon Maths homework as maintenance and strengthening of previously taught concepts.</p> <p>*PaCT Maths specific assessment tasks to gain a better understanding of each child's knowledge across the curriculum and in all areas</p> <p>*Unpacking PaCT aspects with the children</p>	<p>Leveled Dragon Maths homework books. Two pages per week.</p> <p>Term 1 all children to be assessed in every aspect of PaCT Maths. Levels/Sets to be determined and used to identify the understanding of all students. Following the Assessment guidelines, assess all students at the time required Support students to understand the various aspects and sets within the Learning Progression Framework for Maths (PaCT)</p>	<p>All children but in particular Year 5 children and Year 6 girls.</p> <p>Teachers assessing all children following the overview guidelines and assessment schedule</p> <p>Teachers</p>	<p>Marked every week with groups, with follow up reinforcement around needs.</p> <p>Teacher OTJ around shifts in attitudes towards Maths.</p> <p>Check overall progress via set assessments such as basic facts.</p>

Extension and enhancement opportunities for Rangī Syndicate children	How	Who Tamariki/ Kaiako	Check in/further steps
<p>*Otago Maths</p> <p>*Mathex</p> <p>*Consistently working at higher level and increasing that higher level vocabulary</p>	<p>Group identified by Teachers. Maths tasks include word problems and higher thinking in Mathematics</p> <p>Students from Otago Maths group to be targeted for Mathex</p> <p>Use Assessment data to identify level of understanding for all children, follow the Puni School Maths overview and identify the learning intentions/vocabulary appropriate to students working at the higher levels</p>	<p>Haydon working with 13 students Mathex Group to be trained by Haydon in preparation for the Franklin Mathex Competition</p> <p>All Teachers</p>	<p><i>See reflections</i></p>
<p><b>Reflections:</b> <i>Reflections on the goal, progress, or any 'downward' shifts</i></p> <p>*Students are more confident when recording their strategies</p> <p>*Students are being motivated with multiple assessments as they can see their results change over time, and build confidence around an area of Mathematics. They are also more aware of their strengths and weaknesses within Mathematics and are able to change their mindset around being 'not good at Math' to needing more support for one or two areas of Math.</p> <p>*Increased problem solving has helped students to break down problems and find the relevant information to help solve problems.</p>			