

Paengaroa School Annual Report 2021.

Includes Variance Data to accompany

Variance Report.

The following report covers four main areas:

- Our schools strengths in Reading, Writing and Mathematics
- Identified areas for improvement in Reading, Writing and Mathematics
- Planned actions for lifting achievement where perceived as appropriate.
- A statement about school self-review undertaken in 2020 as part of the charter goals.

The schools “Best Practice” model insists on “Individual Education Plans” being developed between teaching staff and pupils parents / guardians, when a pupil is deemed to be at risk or below the standard expected, has continued to produce positive results. The key to a successful intervention regarding accelerating delayed achievers is the building of strong parent /teacher partnerships and personalised programming. A holistic, wrap- around support model has evolved alongside the PLD undertaken on Accelerating Literacy Learning (A.L.L.), the HITS (High Impact Teaching Strategies) are also enabling positive benefits.

Investigating the Maori Boys and Girls Data continues to show no large difference between the European Girls and Maori Girls achievement levels. The Maori Boys are showing as giving concern with appropriate interventions such as Teacher Aid time, I.E.P’s, and specific feedback of achievements, next learning steps and being encouraged to do more shared /cooperative learning /problem solving (TuaKana Teina.) is also growing pupils confidence and encouraging metacognition to assist reflection and learning capacity.

Writing : 2021

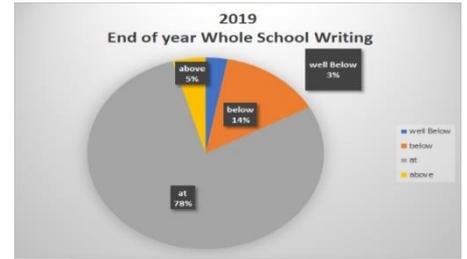
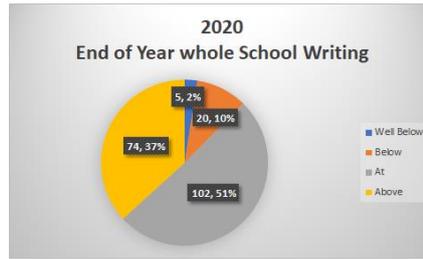
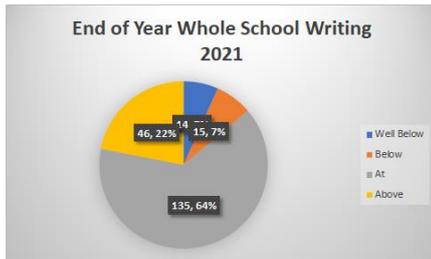
Written Language Strengths: The staff have continued to utilise the daily writing strategies. The use of modelling deconstruction and reconstruction as a way of lifting written language productivity and the pursuit of high standards via “high teacher expectations” is very beneficial. Our 2020-2021 Professional Development Contract focussing on Accelerating Literacy learners, with a target group from each class and utilising the H.I.T.S. such as pre programming the target group the day before. Effectively turning them into class experts. Fantastic.

Oral language and focussed discussions and sharing of draft work have also enhanced quality and purposefulness of writing.

The new screening and assessment tool introduced in 2019, was abandoned for 2020 due to Covid 19 lockdown. It will be utilised in 2022 to assisted in junior school teachers identifying the gaps in learning and accelerating progress by deliberate acts of targeted teaching based on sound data.

Going beyond surface features and considering the authors intentions, ways to “hook” in the audience and focussing on a snapshot / cameo style has also been a highlight / strength. Including feelings and opinions was further encouraged in 2021. Pupils voice and greater Agency.

The data for years end 2021 compared with 2020 and 2019:



From the data above it can be seen that Paengaroa School pupils' attainment of expected achievement in Writing at the end of Year is generally on track.

End of year results 2021: Overall we have 22% above, 64% at and 7 % below, 7% Well Below

End of year results 2020: Overall we have 37% above, 51% at and 10 % below, 2% Well Below

End of year results 2019 : Overall we have 5% above, 78% at and 14 % below, 3 % Well Below

End of year results 2018 : Overall we have 31% above, 49% at and 18 % below, 2 % Well Below.

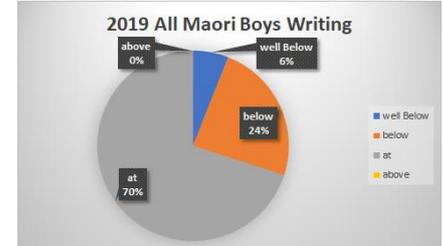
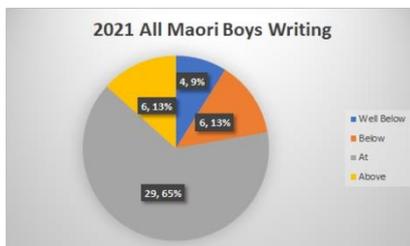
Goals in Writing for 2022: From the Pie Graphs above it can be seen that the schools data has continued to improve by inquiring into the HITS and ALL. The recommendation is that we continue to use the HITS and target groupings in 2022. This should target approx. 8 pupils per class. The boys and in particular Maori boys still need greater focussed inquiry from teachers to insure achievement potential is attained.

In 2021 the Maori Boys have 14% above, 65% at, 9% below and 13% well below. (79% at or above.)

In 2020 the Maori Boys have 23% above, 54% at, 18% below and 5% well below. (78% at or above.)

In 2019 the Maori Boys have 0% above, 70% at, 24% below and 6 % well below. (70% at or above.)

In 2018 the Maori Boys have 23% above, 47% at, 25% below and 4% well below. (70% at or above.)



The year 4 and 5 Maori Boys (Year 3 and 4 in 2020) are the main target group requiring close monitoring and some targeted support in 2021. The 2021 Yr 4 Maori Boys data also indicates some attention is needed as the data sits around the 57% mark (4/7 Yr 4, 6/9(66%) Yr 5 at or above.) It is pleasing to see a general shift towards being at or above in the statistics above. This is what the teachers Inquiry work is supposed to help achieve. As is the ALL Professional Development School contract.

Reading : 2021

GOALS 2021 (Ongoing from 2020):

1. To increase the number of Maori male students achieving at or above the expected level, for their age, in writing, reading and mathematics.
2. The aim is to have at least 85% of pupils achieving at or above expected level for their age in writing, reading and maths.

Reading Strengths:

The general data for 2021 shows that _____ (78% in 2020) (83% in 2019) (83 % in 2018) of all our pupils (Yr 1-6) are reading at or above their chronological age.

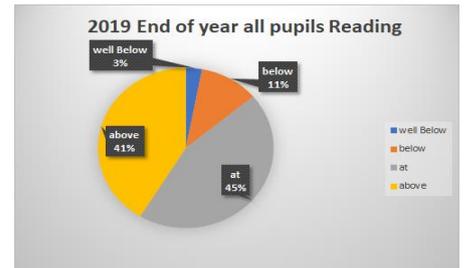
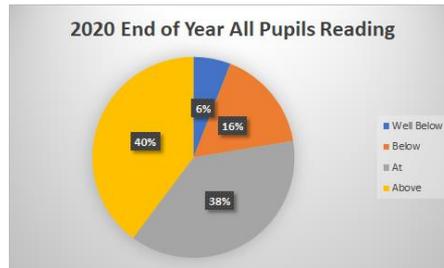
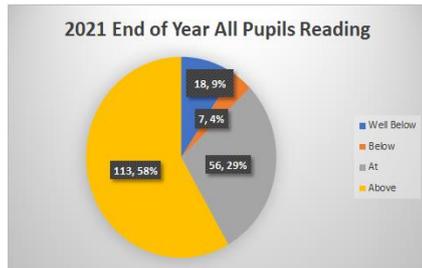
Factors contributing to this achievement rate includes: Daily reading programmes, the use of I.E.P. for at risk, the availability of support and assistance from support staff as well as teachers and Parents. "Reading Recovery" and "Supporting at Risk Readers" programmes.

End of Year data 2021 : Overall we have 58% above, 29% at, 4% below and 9% well below (87% at or above)

End of Year data 2020 : Overall we have 40% above, 38% at, 16% below and 6% well below (87% at or above)

End of Year data 2019: Overall we have 41% above, 45% at, 11% below and 3% well below (86% at or above)

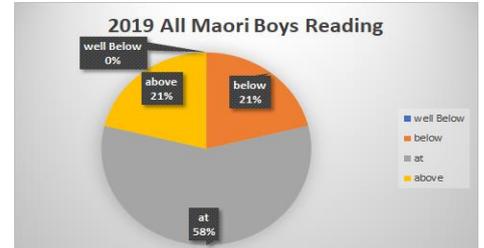
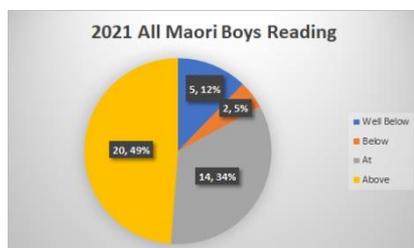
End of Year data 2018: Overall we have 22% above, 60% at, 12% below and 6% well below (82% at or above)



The performance of Maori Boys has been carefully considered during 2012 through 2021. The Whanau have been consulted and concerns and goals shared.

The raw data indicates that there is little to no difference between Maori Girls and non- Maori Girls.

There is a difference between Maori Boys and Non-Maori Boys, but all are making significant improvements over the years' worth of teaching and learning.



The percentage of Maori Boys below standard, between Yr 1 -6 in 2021 is 17%. (7 of 41 Maori Boys).

The percentage of Maori Boys below standard, between Yr 1 -6 in 2020 is 35%. (20 of 57 Maori Boys).

The percentage of Maori Boys below standard, between Yr 1 -6 in 2019 is 21%. (11 of 52 Maori Boys).

The percentage of Maori Boys below expected, between Yr 1 -6 in 2018 is 27%. (15 of 55 Maori Boys).

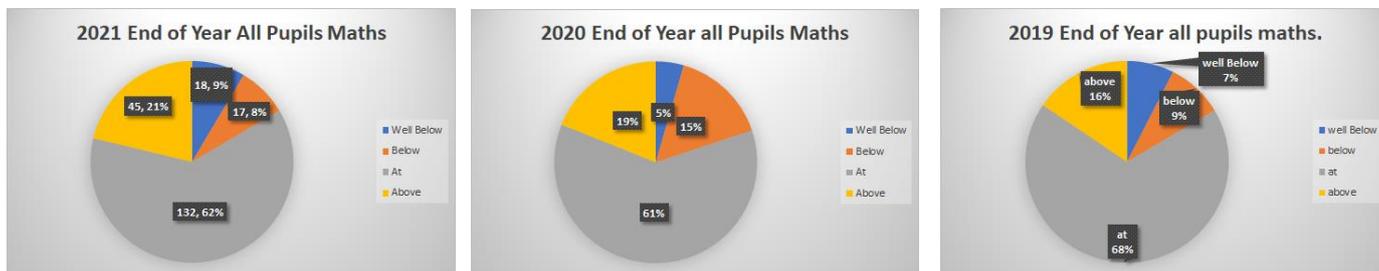
Mathematics : 2021

The strengths of Maths:

The staff have been using the Numeracy Project strategies for Eleven years now and have continued the update days and catch up days for newer staff and senior staff. The teachers efforts are really paying dividends as can be seen by the results. The concern around an over emphasis placed on Number knowledge versus other strands has been consciously addressed by the middle to upper school who do not have to emphasis number quite as strongly. In 2015-2021 the staff have ensured that their overall judgements, considers achievement across all strands, not just number.

Basic facts programmes have also shown a marked improvement in general memory recall of times tables and basic facts. The key is high expectations, shared often with pupils and parents.

The data shows that the school has maintained a high percentage of at or above standard in Maths for the 2021 school year. Comparing this data with the schools 2020 and 2019 data shows a consistently high standard .



From the data it can be seen that Paengaroa School pupils' attainment in Mathematics at the End of Year 2021 is generally on track.

End of year data 2021: Overall we have 21% above, 62% at, 8% below and 9% Well below (83% at or above)
 End of year data 2020: Overall we have 19% above, 61% at, 15% below and 5% Well below (80% at or above)
 End of year data 2019: Overall we have 16% above, 68% at, 9% below and 7% Well below (85% at or above)
 End of year data 2018: Overall we have 13% above, 72% at, 11% below and 4% Well below (85% at or above)



By the end of the year all have increased their capacity to learn mathematics and engage in mathematical thinking. The Teachers Overall Judgements regarding all data is a significant variable that the staff have spent many hours trying to moderate over the course of the year.

End of year data 2021: Maori Boys Maths: 49% above, 34% at, 5% below and 12% Well below. (83% at or above)
 End of year data 2020: Maori Boys Maths: 16% above, 54% at, 23% below and 7% Well below. (70% at or above)
 End of year data 2019: Maori Boys Maths: 21% above, 71% at, 10% below and 8% Well below. (92% at or above)
 End of year data 2018: Maori Boys Maths: 9 % above, 76% at, 11% below and 4% Well below. (85% at or above)

Goals for 2022 in Maths:

- The staff will review the Numeracy Project strategies and consider recent research suggesting that some strategies create confusion rather than understanding.
- Place value teaching will be a part of in-service, along with the 10 principles of teaching maths, summarised in the Best Synthesis. We will continue to pursue best practice models.
- Moderation strategies will continue to be explored and applied. Ensuring data is valid and reliable and judged accurately against the expected level.

Self Review undertaken in 2021.

Our progress in reviewing all policy and procedures has been a significant Board effort. This work has helped to grow everyone's understandings around how our school works. The Board of Trustees having joined "School Docs" in 2019 are still contributing and reviewing policy and procedures as set out by the School Doc's Review Schedule. This has enabled the Board to grow their ability to review policy and enhance conversations around best practices.

We have continued to inquire as individual teachers around middle school maths teaching strategies and refining support programmes such as Phonics, Maths Buddy, Reading Eggs and continued work on "Physical Education Programmes" has been ongoing throughout 2021. The research carried out by the "Active Schools Team" will have their finding shared and explained shortly. This should lead to a number of goals for 2022.

The successful application to the MOE for in-service support "Coaching and Mentoring" has seen this work begin and continue throughout 2020 and 2021 into early 2022. Alison Crooks, from the Waikato University helped our staff to continue this journey, with an Accelerating Literacy lens. Amber covered much of the work with Whanau and her term by term meetings with the active whanau group have continued to be facilitated by the senior management of the school. (Mark, Lynda and Bruce). Two successful Hui have been held with our Whanau to collect data and define some goals during 2021. The Third and fourth were not held due to Covid Level 4 Lockdown and ongoing Alert level concerns along with quite large non vaccination rates for our local Iwi.

Briefly, the goals pursued continued, including our journey of:

- Grow Te Reo and Cultural competencies across the school staff, pupils(and Parents) Ongoing.
- Grow a Bilingual work force over time –Longer term Goal.
- Exploring our local Learning Pathway and beginning the thinking around the Pathway for Maori to Succeed as Maori

Our involvement with the Kahui Ako – Te Puke COL has also been very beneficial and allowed a far greater engagement with Whanau and all local Iwi than has ever been achieved before. Fantastic work by Mark and Chris Mc Naughton (while Mark was on Science leadership training for term 1 and 2. (Our within School position holder(s). Marks roles will continue in 2022. The latest round of Rongahia Te Hau class walk throughs and snap shots of Cultural Responsiveness, coupled with the staff, student and whanau surveys have been undertaken by the whole staff during 2021 and this work has furthered our cultural responsiveness and relational understandings. The observational tool(s) – associated with this work, including the rubric of development around being culturally responsive and relational, has shown that the schools staff are embracing all aspects of Te Reo and Tikanga Maori. Very pleasing progression throughout the 3 years PLD.

The Sport BOP "Go 4 it" contract has been stopped during 2021. Thus sport BOP have signed us up for the "Active Schools " Programme and Inservice for 2022.

Bay wave staff delivered a great Aquatics 10 Day programme in Feb 2021. We are hopeful that they can deliver an Aquatics section across the whole school (Not Go4it, but a private provider.), reinforcing the utilisation of the schools 25 metre pool in 2022.

The schools teams performed well in Rugby, Netball and Hockey.

The Values programme is on-going and generally shows that our pupils can make good friends, treat one another well and act in responsible ways towards their learning and relationships. Our core values are unpacked each term with some additional reinforcers during full school assemblies. Spot ya box. We have intertwined many cultural / Te Reo constructs within our programming and values work.

The Performance management systems in the school has continued to see improvements as we encourage teachers and syndicates to inquire into practices that raise at risk pupils achievement. Accelerating it whenever possible. The higher trust model promoted and approved by the MOE and Teachers Council has reduced the excessive burden of proof that had perpetuated over time. The staff appreciate being trusted to be professional.

The Sept 2019 ERO visit found that the school is “Well Placed” to deliver for all pupils and continues to accelerate a significant proportion of at risk pupils. I believe this has continued in 2021 especially in Writing and Reading and for many pupils who have arrived during the year with low levels of achievement. This should continue to flourish in 2022

The conversations between staff are shared across the whole staff at staff meetings. These show that we have a very dedicated and hard-working team.

The senior staff goal of Growing our Role has seen some progress with the school role now exceeding 2017 pupils in late November 2021. Nine teaching classes will begin 2022 and this will grow to 10 within six months, if all goes well.