



# Analysis of Variance

## Strategic Goal 1: Numeracy

Maungaraki School believes in the importance of developing effective strategy use and knowledge for our learners in Numeracy to support them in their future learning. We provide numeracy programmes based upon student needs that promote risk taking and problem solving, encouraging students to take increasing responsibility for their own learning and support them to reach their potential.

**Annual Goal 2009: To raise student achievement in NumPA knowledge – basic facts and strategy stage level**

|  |   |   |
|--|---|---|
| <p><b>Students Targeted in 2009:</b><br/>Three groups of “at risk” students – in Year 3, Year 6 and Year 7</p> | <p style="text-align: center;"><u><b>Achievement Targets</b></u></p> <p><b>Numeracy Strategy and Knowledge:</b></p> <ul style="list-style-type: none"> <li>• For all students to increase the level at which they are working within numeracy so that at the end of the year 80% of our students are achieving at or above their expected numeracy stage.</li> <li>• All staff to teach to the school implementation plan in line with the NZ Curriculum for Mathematics and Statistics.</li> </ul> <p><b>Basic Facts:</b></p> <ul style="list-style-type: none"> <li>• For all students to increase accuracy and time in basic facts testing as appropriate to their year level.</li> <li>• For all students in Year 3 to be 75% accurate in 50 grouped addition and subtraction facts in a time of 5 minutes.</li> <li>• For all Year 4 students to be 80% accurate in 75 grouped mixed addition/subtraction/multiplication/division facts in 5 minutes.</li> <li>• For all Year 5 students to be accurate in 100 grouped mixed addition/subtraction/multiplication/division facts in 5 minutes.</li> <li>• For students in Year 6 and above to continue to improve their speed and accuracy in testing.</li> </ul> | <p><b>Budget:</b><br/>\$2000 for mathematics resources<br/>Banked staffing used to fund an extra teacher for daily small group teaching</p> <hr/> <p><b>Historical Position:</b><br/>2008 Numeracy data showed that 71% of our Year 2 students were “at risk” as they were working below stage 4 within level 1; 31% of our Year 5 students were “at risk” as they were still functioning at Level 1 within stages 3 or 4; 56% of Year 6 students were still operating in level 2 or below.</p> <p>2006 NumPA testing revealed that the school had a significant number of students not recalling basic facts quickly or accurately enough. Since 2007 the school has tracked student progress particularly in basic facts using tests.</p> |
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| Expected Outcomes   | Responsibility                               | Target Date   | Action Required   |
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| <b>Planning</b>   |  |   |   |
| 1.1 All staff plan consistently across the school in numeracy.  | All classroom teachers<br>Maths lead teacher | Ongoing throughout the year with a special emphasis during Term 3 for syndicate leaders to address with their teams | Syndicate members look at each other's numeracy planning to develop consistency and to check that all components of planning are being catered for. It may mean reviewing the planning format for the team, if the school model is not meeting teacher's needs.                                       |
| 1.2 To review the implementation plan to ensure that it reflects current practice and the NZC.  | Syndicate leaders                            | Before the end of Term 3  | Numeracy lead teacher with the other senior management team members to review the schools implementation plan and ensure it reflects both current school practice and the NZC.  |
| <b>Teaching and Learning</b>  |  |   |   |
| 2.1 Students to receive quality daily numeracy teaching.  | All classroom teachers                       | Ongoing   | All classroom teachers to provide quality numeracy lessons with numeracy being the greatest percentage of mathematics taught. For students who are not working at their expected numeracy stage to be catered for through a differentiated programme and wherever possible extra assistance provided. |
| 2.2 Classroom numeracy to be supported through the employing of a teacher to assist classroom teachers in the senior school in numeracy as appropriate. | Principal                                    | From Term 3   | To provide a teacher to provide group work for students in the senior classes who require extra support in numeracy.  |
| 2.3 To ensure all our teachers have experienced the Numeracy Project professional development training.   | Principal                                    | Friday 27 Feb<br>Wed 11 March<br>Wed 22 April<br>Wed 15 July<br>Wed 7 Oct   | New staff into the school will be trained in ENP/ANP by attending courses run by VicLink or other providers   |
| 2.4 To up-skill our parents in Numeracy teaching and expectations once annually.  | Maths lead teacher                           | By the end of Term 4  | For the school to host a parent information evening where numeracy strategy and knowledge are shared with some activities for parents to take home and do with their children.  |



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| Expected Outcomes   | Responsibility  | Target Date | Action Required   |
|---|---|-------------|---|
| 2.5 For students who show skill and ability in mathematics to be provided with some extension activities.   | Maths lead teacher (Terms 1 & 2)<br>Gifted and Talented teacher (Terms 3 & 4) | Ongoing     | A maths extension group was formed from PAT Maths results. This group meets weekly. Classes are also encouraged to cross group in maths so that the needs of the children are met.  |
| 2.6 The school has been provided some EPF funding some of this money will be used to support students in the junior school not working at their expected level in numeracy. | Principal   | Terms 1 – 4 | Teacher aide support provided in junior classes 4 days per week to assist with the Numeracy programme.  |
| 2.7 The maths lead teacher to carry out an audit of maths equipment throughout the school in order to develop a purchasing plan.  | Maths lead teacher  | Term 4      | Purchases made address the needs and requirements of teachers keeping in mind that we have a new classroom to resource early in 2010.   |
| 2.8 To continue promoting the basic facts rocket books with students and their parents.   | All teachers  | Terms 1-4   | Teachers to monitor children's progress through regular testing and supply next levels as required.   |
| 2.9 To introduce within the junior Discovery Time programme an element of mathematical development.   | Kowhai Syndicate lead teacher   | Terms 1-4   | Each week the Discovery Time programme has an aspect of mathematical discovery for the children to experience this may include numbers as labels for counting, calculating or working with shape, space and measurements. |

### Achieved Outcomes for Numeracy

#### 1. Planning:

Syndicate meetings included collaborative planning sessions and the sharing of planning to establish consistency between staff members. Syndicate leaders also ensured that planning formats being used contained all components expected in mathematics planning. The school's Mathematics implementation plan was reviewed by the numeracy lead teacher and brought into line with the NZC and school practice this was discussed with staff at a staff meeting and put into action.

#### 2. Teaching and Learning:

Jackie Sutherland was employed full time and a significant component of her time was spent working with small groups of students from the senior school, this enabled classroom teachers to concentrate on smaller numbers of students providing more instruction time for them. Cross



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grouping also enabled students to be closely grouped. Two gifted and talented groups were formed for half a year each – one for middle school aged students, the other for juniors, to provide extension activities in a small group situation for those identified students.

Four teachers, two part time and two full time teachers attended numeracy training and they applied this new learning into the classroom setting.

A successful parent evening was held to educate our parents and provide them with some games and activities which they can do with their children at home. This evening was very well attended and was highly regarded by those who were there.

EPF funding allowed the school to support classroom teachers and students with teacher aide assistance. Teacher aides were placed in the Years 1 - 4 classrooms for an hour per day either 3 days or 5 days per week depending on the classroom needs and budget.

An audit of maths equipment was carried out throughout the school so that teachers had all the equipment they required to teach effectively and an order was placed for delivery early in 2010. Rocket books were implemented well by some teachers, but a change of staff in some classrooms meant that their use throughout the school was not always consistent. This will be addressed early in 2010 so that all staff including new staff are aware of Rocket Books and have some ways of monitoring their use.

The junior school added a maths component to their Discovery Time programme, so that these students had an element of mathematical exploration as part of this weekly learning time.

End of 2009 NumPA testing data for our target groups shows:

| Target Students | Below expected level | At expected level | Above expected level |
|-----------------|----------------------|-------------------|----------------------|
| Year 2 2008     | 71%                  | 24%               | 5%                   |
| Year 3 2009     | 14%                  | 80%               | 6%                   |

| Target Students | Below expected level | At expected level | Above expected level |
|-----------------|----------------------|-------------------|----------------------|
| Year 5 2008     | 31%                  | 69%               | 0%                   |
| Year 6 2009     | 32%                  | 50%               | 18%                  |

| Target Students | Below expected level | At expected level | Above expected level |
|-----------------|----------------------|-------------------|----------------------|
| Year 6 2008     | 56%                  | 44%               | 0%                   |
| Year 7 2009     | 18%                  | 53%               | 29%                  |



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We are thrilled with the growth our **Year 3** students made in 2009 with quality classroom teaching and extra teacher aide support in classrooms. Many of the “at risk” students in this year group have achieved at their expected level, which is more in line with our school expectations. Of our 2009 **Year 6** students 25% are one stage below where we would expect them to be, and two special needs students one of whom is ORRs funded (7%) are 3 stages below where they should be even though they have received intensive support throughout the year. We are extremely pleased to see this year group now have 5 students working above their expected level. We are also pleased to see that 29% (5 students) in our **Year 7** cohort are now working above their expected level and a reduced number 18% (3 students) remain below their expected level, however the majority of students in this cohort are now working at or above their expected level.

### Achieved Outcomes for Basic Facts

A real emphasis was placed school wide, on basic facts teaching and learning, in an attempt to raise scores school wide. The school tests contain large numbers of basic facts in a set time frame with each class level having their own test with differing numbers of facts and a set time given to complete the test.

Results show that there was growth between March testing and November testing but this was not significant, as results did not show an increase in the levels that we had hoped for. There was also growth between 2008 results and 2009 results. However in general our students did not score at the levels we would have expected.

|                | <b>Total No. of children</b> | <b>Children below target</b> | <b>Children at or above target</b> |
|----------------|------------------------------|------------------------------|------------------------------------|
| Total March    | 183                          | 67 %                         | 33 %                               |
| Total July     | 183                          | 107 (58%)                    | 76 (42%)                           |
| Total November | 184                          | 99 (54%)                     | 85 (46%)                           |

Our Maori and Pasifika students are doing well considering their limited numbers. Two of the Pasifika children in Year 4 scored 74% in their tests, only 6% off their target and therefore are not a concern. There are three Maori children who have been identified as needing support, however they were all Year 3 and have a lot of basic facts learning ahead of them.

| <b>Nationality</b> | <b>Total No. of children</b> | <b>Children below target</b> | <b>Children at target</b> | <b>Children above target</b> |
|--------------------|------------------------------|------------------------------|---------------------------|------------------------------|
| Maori              | 14                           | 5 (36%)                      | 0                         | 9 (64%)                      |
| Pasifika           | 3                            | 2 (67%)                      | 0                         | 1 (33%)                      |
| Total              | 17                           | 7 (41%)                      | 0                         | 10 (59%)                     |



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While there are no other external barriers apparent that could affect our basic facts results, one possible factor that the school staff have become aware of, is the discrepancy between the Numeracy Project expectations of the knowledge expected at each stage. For example, in Year 5 the Numeracy Project focuses on 2, 5 and 10 times tables, where the school's test for Year 5 students, also includes other times tables mixed with division. Our students are also achieving more successfully on other maths testing (PAT, ICan, and GLOSS). This has prompted the school to research what other schools are doing and develop new basic facts tests reflecting the types of facts as they are introduced through the Numeracy Project, these will be introduced to students in 2010 and with their introduction the staff expect to see basic facts results more in line with the other mathematics data collected by the school. Our existing basic facts rocket books have been developed to focus on the Numeracy Project knowledge and will compliment our new basic facts tests.

### **Numeracy Stage and Knowledge – What next?**

- To ensure the schools numeracy data reflects National Standards.
- To triangulate several sources of data, including teacher reflection, to provide an accurate picture of each individual student within our school.
- Continue to train any new staff who have not been through the Numeracy Project training.
- Identify students who remain at risk and put an action plan in place for these children.
- To increase the presence of teacher aides in classrooms during numeracy.
- To cross group students within the senior classes of our school to meet the diverse needs of our students.

### **Basic Facts – What next?**

- For comparison with previous years data give our students our original basic facts test once throughout 2010.
- Introduce the new basic facts tests which have been developed in line with the Numeracy Project expectations.
- Continue to provide our students with rocket books at the appropriate level so that students are encouraged to practice their basic facts knowledge and recall at home, however we could tighten the monitoring of rocket books within classes.
- Continue the emphasis of number knowledge and strategy teaching including sessions on basic facts during “Hot Spots” and other teaching opportunities.
- Review, in one year's time, the data obtained from the new basic facts tests to ensure they are meeting the needs of the board, staff and students.



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## Strategic Goal 2:

# Literacy

Maungaraki School believes in the importance of developing in our students, effective skills and strategies for learners in Literacy to support their future learning. Our goal for 2009 is for 80% of our students to be reading and writing at their chronological age.

### Annual Goal 2009: **To raise student achievement in reading and writing**

|   |  |   |
|---|--|---|
| <p><b>Students Targeted in 2009:</b><br/>All students school wide</p> | <p style="text-align: center;"><u><b>Achievement Targets</b></u></p> <ul style="list-style-type: none"> <li>• To increase the number of students reading at or above their reading age based on agreed assessment standards:             <ul style="list-style-type: none"> <li>○ Our goal is that by November 2009 80% of students school wide, will demonstrate a reading age, that matches or exceeds their chronological age, with accurate comprehension (i.e. 75% or above).</li> <li>○ That students, in their 6-year observational survey, are reading at orange or above.</li> </ul> </li> <li>• For all students to improve their writing skills based on moderated results. Staff will focus on “Structure and Organisation” skills with their classes as 2008 data reflected that this was an area for development in student’s written work:             <ul style="list-style-type: none"> <li>○ That students, in their 6-year observational survey, are reading at orange or above.</li> <li>○ That end of year writing samples have 80% of students writing at or above their expected level for writing.</li> <li>○ That all students increase their writing level by at least one sub group.</li> </ul> </li> <li>• That Year 1-4 students show an improvement in the presentation of their written work:             <ul style="list-style-type: none"> <li>○ Year 1-4 students will show marked improvement in letter formation, legibility and will have an effective pencil grip.</li> <li>○ Comparative samples of handwriting will show improvement.</li> <li>○ Correct pencil grips applied throughout the school</li> </ul> </li> </ul> | <p><b>Budget:</b><br/>\$5,000 Reading resources<br/>\$100 Reading Recovery resources<br/>\$1,000 English resources<br/>\$2,500 Library books<br/>\$4,500 Professional development</p> <p><b>Historical Position:</b><br/>In the past the school has not had many children reading in the top range, as would be expected for a Decile 10 school. Therefore to raise standards we have made reading our major professional development focus for 2009 while awaiting LPDP in 2010.</p> <p>In 2007 and 2008 Writing was an area of school wide professional development. The school still holds concern for student writing levels, especially in line with the proposed National Standards, as we have cohorts of students who do not achieve at these levels.</p> |
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| Expected Outcomes   | Responsibility  | Target Date                               | Action Required   |
|---|---|---|---|
| <b>Professional Development</b>   |   |   |   |
| 1.1 Quality professional development in Reading is provided for the staff throughout the year.  | Literacy leader<br>RTLit<br>Staff                         | Ongoing                                   | Regular liaison with the RTLit by the principal and Literacy leader to plan for quality learning sessions.<br>Staff to attend PD sessions and adopt strategies and new learning in classroom teaching.<br><br>Establish a folder containing children's writing samples at each level and sub-level in writing to be used as a comparison in the future. |
| 1.2 Introduce the inquiry cycle for teachers to encourage inquiry into their own practice.  | Literacy leader<br>RTLit                                  | Wk 2 Term 2<br>Wk 2 Term 3<br>Wk 6 Term 4 | Observations are scheduled and take place with time to discuss findings with the observee, praise good practice and co-construct personal goals, directly following the observation.  |
| 1.3 Classroom observations take place to establish individual staff goals.  | Literacy leader<br>RTLit                                  | Ongoing                                   | Staff reflect on their personal teaching in literacy in order to make improvements in developing the five dimensions of effective literacy teaching practice.   |
| 1.4 Peer observations take place for staff to have another observee comment on their teaching in relation to their personal goal.           | Literacy leader to<br>organise with classroom<br>teachers | Goal 1 Term 3<br>Goal 2 Term 4            | Opportunities for small groups of teachers, working at a similar level, to visit other schools, to observe quality teaching in literacy.  |
| 1.5 All staff encouraged to reflect on their personal literacy goals and make changes to classroom practice as a result of this reflection. | Syndicate leaders<br>Classroom teachers                   | Term 4                                    | Staff provide evidence related to their personal literacy goal at their end of year appraisal meeting with their syndicate leader.  |
| <b>Assessment</b>   |   |   |   |
| 2.1 Students to increase their reading age throughout the year.   | Classroom teachers  | Feb / June /<br>Nov                       | Running records taken monthly for students reading on the colour wheel, PAT testing, Probe, asTTle and other assessments that will provide teachers with next learning steps for their students in reading.<br><br>Professional development on administering running records, materials to use and next learning steps discussed in syndicate meetings. |



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| Expected Outcomes   | Responsibility                        | Target Date          | Action Required  |
|---|---------------------------------------|----------------------|--|
| 2.2 Review the tools we use and the frequency of our literacy assessments.  | Syndicate leaders                     | Term 4               | To ensure our assessment schedule is meeting the needs of the staff, students and Board of Trustees.<br><br>To provide extra support in the form of small group teaching in literacy for some of our senior classes.   |
| 2.3 To provide regular reading recovery sessions for those students who require extra assistance.   | Pauline Scarhill                      | Daily                | Reading Recovery programme runs daily without distractions. Teachers to liaise with Pauline regarding children on the Reading Recovery Programme.  |
| 2.4 Children have their 6 year nett testing as close to their 6 <sup>th</sup> birthday as possible.   | Classroom teachers                    | Ongoing              | A programme for releasing teachers to enable 6 year testing is established and followed. Results are shared with parents when appropriate. The results are monitored, collated and analysed by the literacy leader.  |
| 2.5 A teacher aide, funded through EPF supports the teacher in Rooms 10 and 7 daily during their literacy sessions. Therefore we are expecting the students in these classrooms to benefit from this extra support. | Janet<br><br>Jenni/Sacha/Debbie       | Terms 1-4            | Teachers use these teacher aides to gain maximum benefit. In Room 10 the Rainbow Reading programme is taken by the teacher aide, during her support time to give these students extra reading.   |
| 2.6 Students to show progress in written language – through their writing samples, individual goal sheets, exercise books.  | Classroom teachers<br>Literacy leader | Feb & Nov            | Writing samples to be taken for all students in February and in November to analyse student progress. Literacy leader to collate and analyse with staff.   |
| 2.7 Introduce e-asTTle in written language.   | Belinda and Eric                      | Nov                  | Set up asTTle so that it is available to staff. Provide some professional development for staff members who have not worked with asTTle previously. In syndicate meetings look at the different protocols used in writing to establish a school set to guide teachers at various levels. |
| 2.8 Literacy protocols to be developed by staff to ensure consistency within classrooms.  | Syndicate leaders                     | By the end of Term 3 | Meet with staff to establish protocols in reading and writing at all levels of the school to develop consistency of practice and so all teachers know what teaching is expected at their particular class level.   |



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| Expected Outcomes   | Responsibility                                       | Target Date | Action Required  |
|---|--|-------------|--|
| 2.9 To develop a folder of Maungaraki School writing samples typical of each writing level to be used alongside the exemplars when levelling students' writing. | Janet and Carmen with support from syndicate leaders | By Nov      | Using the exemplars and levelled writing samples establish a folder containing children's writing samples at each level and sub-level in writing to be used as a comparison in the future.   |
| <b>Improving Student Presentation of Work</b>   |  |             |  |
| 3.1 For students in the junior school to be encouraged to hold a pencil correctly and form letters correctly through regular handwriting sessions.              | Classroom teachers                                   | Ongoing     | Teachers to be observant of children's sitting posture, pencil grip and letter formation by roving regularly while children are writing, supplying the correct pencils or pencil grips to make this easier, and by modelling correct letter formation. |
| 3.2 For the junior staff to attend a caterpillar writing course and adopt these teaching techniques in class.   | Classroom teachers                                   | 24 March    | For the junior staff to use the language of the caterpillar writing course with students when modelling and teaching letter formations. Handwriting to be taught at least 3 times weekly in junior classes.  |
| 3.3 Handwriting samples will be taken at least twice annually.  | Classroom teachers                                   | Feb / Nov   | Writing samples are added to portfolios.   |
| 3.4 Establish school wide protocols for setting work out in exercise books to develop school wide consistency.  | Literacy leader in collaboration with teaching staff | Terms 3 & 4 | A folder with examples for each level of the school to be established for access by all staff.   |

### Achieved Outcomes for Literacy

#### 1. Professional Development:

Weekly staff meetings focused on Reading throughout the year, developing teachers' knowledge and skills in this area. This was a narrowing of the focus at staff meetings, which proved to be more effective than in previous years, where several curriculum needs were introduced through the professional development cycle. We have decided to continue concentrating on one curriculum area at a time through our professional development cycle.

The literacy leader and principal met with the RTLit regularly to organise staff meetings, which were tailored to meet the needs of staff. A scenario was given to staff at the start and end of the year as a way to measure progress and to identify any trends that needed addressing as a whole staff group. Also teacher observations of Reading lessons, by the literacy leader and the RTLit took place three times over the year. As part of these observations teachers inquired into their own practice, by co-constructing their next learning steps with the observers.



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Follow up observations showed that the staff were focusing on their personal goals, these goals formed one part of their appraisal. All staff met their goals and showed growth as the year progressed. Staff also had the opportunity to observe a colleague teaching in Reading giving them the opportunity to be observers and provide feedback.

## **2. Assessment:**

The assessment schedule of literacy tools and when these should be administered, was reviewed and a new assessment schedule developed for implementation from Term 1 2010. During this review the senior management team looked at which tools provided the best information and the most appropriate times for administering tests so that teachers were not overloaded by assessment and also had appropriate time for teaching. From the analysis of assessment, “at risk” and able students were identified and programmes put in place to provide extra assistance where necessary. We employed an extra teacher for small group teaching to reduce the size of classes during key curriculum times, which proved effective. Small group teaching, by part time staff, also took place, for those identified students including our gifted and talented students. We have had great success in using the Rainbow Reading Programme to increase the reading ages of those students identified as reading below their expected level.

Five students also benefited from having the Reading Recovery programme throughout the year. A programme for releasing classroom teachers to administer their own six year observational surveys was also a positive move as teachers could implement student needs discovered through the testing, back in the classroom. As a school we also started to collect data on school entry to act as a comparison with our 6 year observational survey data. Data from both of these sources is closely analysed for trends and next teaching steps. This data is also shared with the board of trustees.

## **3. Improving Student Presentation of Work:**

All junior staff attended the Caterpillar handwriting course and worked together to develop consistent practice within classrooms. Students are constantly reminded about pencil grip, setting out of books and neatness so improvement has been noticed. Staff school wide have worked with their students to develop exercise books students can be proud of which show a students continuing progress and next learning steps. A folder has been created in consultation with all staff developing consistent practice throughout the school in student book layout.

## **Achieved Outcomes for School-wide Writing**

Writing samples were taken for all students school wide at the start and end of year to monitor progress. This is the third consecutive year we have used the genre of Recounts so that they can be used as a comparison. The results in the grid below reflect these samples for the start and end of year samples for 2009. A folder has been created showing school examples of levelled student writing to be used alongside the exemplars, and to help staff with moderating in the future.



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|            | Below Age Level |        | At Age Level |        | Above Age Level |        |
|------------|-----------------|--------|--------------|--------|-----------------|--------|
|            | Term 1          | Term 4 | Term 1       | Term 4 | Term 1          | Term 4 |
| Number     | 143             | 103    | 90           | 122    | 19              | 39     |
| Percentage | 56%             | 39%    | 37%          | 46%    | 7%              | 15%    |

As a school we have to raise our standards as we still have too many students below their age level. However writing is quite a subjective area to level and one teacher's judgement may not always be the same as another's. We have always taken samples using recounts and we wonder if our children are tiring of this writing genre so this will be altered for the future.

### Ethnicity:

|                        | Below    | Average | Above   |
|------------------------|----------|---------|---------|
| NZ Maori<br>Total = 22 | 10 (45%) | 5 (23%) | 7 (32%) |
| Pasifika<br>Total = 7  | 5 (72%)  | 1 (14%) | 1 (14%) |

As a school we need to monitor our Maori and Pasifika students more closely as this years data shows an increase in the numbers of these students not reaching the desired level.

### Writing – What next?

- Written Language will be the major focus for staff professional development for 2010.
- Introduce classroom observations during written language time and set personal goals for staff from these observations.
- Develop opportunities for the staff to observe each other in written language and to visit other schools.
- Provide more opportunities for staff to moderate writing samples together throughout all levels of the school.
- Continue to provide programmes and support for those students identified as “at risk” in their writing.
- Continue to increase the teacher aide time during literacy, in classrooms, supporting teachers and students.
- Maintain a high budget in literacy so as to make suitable purchases from identified needs within the school.
- Work with our staff to make connections between reading and writing in their literacy programmes.
- Increase the professional readings staff are exposed to in order to promote greater professional discussions.



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- Ensure our school writing levels align with the National Standards and provide greater scope for teachers to level students not just from a writing sample but from other evidence also to give a more accurate picture.
- Approach the RTLB to work with some of our hard to move students who are in the lower percentile.
- Investigate Clicker5 and WordQ for our slow to move students to see if these programmes can make the writing process easier for these students.
- Change the genre of writing samples to inspire our students more.
- Revise the guidelines for writing samples for consistency and ensure that all staff follow the set procedures.
- Develop a school wide folder of exemplars to support moderating and consistency.
- The literacy leader to get a writing sample from each class to moderate for consistency.
- It is important for staff to monitor Pasifika and NZ Maori Students more closely as we have students from both ethnicities who did not meet the level for their age group. Data shows a higher percentage of students falling into this group than in previous years. These students will need to be identified in the 2010 target group.

### Achieved Outcomes for School-wide Reading:

End of year school wide data from running records and Probe tests shows that as a school we are moving our students in a positive direction. We have a growing number of students who are reading above their chronological age and this number is continuing to grow, we also have a declining number of students who have been identified as reading below their chronological age. We have reached our target as 82% of our students are reading at or above their chronological age.

|            | Below Chronological Age |     |     | At Chronological Age |     |     | Above Chronological Age |     |     |
|------------|-------------------------|-----|-----|----------------------|-----|-----|-------------------------|-----|-----|
|            | T1                      | T2  | T3  | T1                   | T2  | T3  | T1                      | T2  | T3  |
| Number     | 77                      | 54  | 49  | 96                   | 93  | 73  | 87                      | 113 | 148 |
| Percentage | 30%                     | 20% | 18% | 37%                  | 36% | 27% | 33%                     | 44% | 55% |

Our staff have also made considerable gains in their theory and application of reading teaching as shown from our end of year data from the scenarios and classroom observations. All staff members achieved their personal goal and observations displayed real growth in practice. Students were able to express their learning intentions and their next learning step; feedback given to students was appropriate, explicit acts of teaching were observed and linked to previous teaching and our teachers catered for the diversity of learners in their classes.

The RTLit provided sessions for our teacher aides to learn about administering running records that can be helpful to our teachers and also to the teacher aides in that they can now take running records for those children working with them on the Rainbow Reading Programme. Higher numbers of students participated in the Rainbow Reading Programme in 2009 compared to the past due to the EPF funding.



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### Reading – What next?

- Continue to provide programmes and support for those students identified as “at risk” in their reading.
- Continue to increase the teacher aide time during literacy, in classrooms, supporting teachers and students.
- Maintain a high budget in literacy so as to make suitable purchases from identified needs within the school – 2010 focus on increasing the number of texts for our more able readers and senior students.
- Work with our staff to make connections between reading and writing in their literacy programmes.
- Provide high quality professional development in written language using a similar model to that used this year in reading.
- Increase the professional readings staff are exposed to in order to promote greater professional discussions.
- Ensure the Rainbow Reading programme continues and look to provide an alternative for those students for whom Rainbow Reading has not been successful.
- Ensure our school reading levels align with the National Standards.



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**Strategic Goal 3:** Healthy Lifestyle

Our community expects their children to have a wide variety of experiences. They are environmentally aware, conscious of the diet of their children, and a high proportion see exercise as a key part of everyday life.

**Annual Goal 2009:** To improve student fitness levels so that 80% are achieving at or above their expected fitness level and to provide a range of experiences of our students.

|  |   |   |
|--|---|---|
| <p><b>Students Targets in 2009:</b></p> <p>All students at Maungaraki School</p> | <p style="text-align: center;"><u><b>Achievement Targets</b></u></p> <ol style="list-style-type: none"> <li>1. For all students to increase aerobic fitness levels:             <ul style="list-style-type: none"> <li>○ <b>Year 1 &amp; 2</b> For students to run continuously for 5 mins achieving an average of 4 -6 laps</li> <li>○ <b>Year 3</b> For students to run continuously for 7 mins achieving 8 – 10 laps</li> <li>○ <b>Year 4</b> For students to run continuously for 7 mins achieving 10 – 12 laps</li> <li>○ <b>Year 5 &amp; 6</b> For students to run continuously for 10 mins achieving 10 or more laps</li> <li>○ <b>Year 7 &amp; 8</b> For students to run continuously for 15 mins achieving 15 laps.</li> </ul> </li> <li>2. Implement the results of community health consultation undertaken in 2008</li> <li>3. Provide a variety of opportunities for students to participate in through activities that encourage balanced lifestyles</li> <li>4. To host a successful school production with 100% student participation</li> <li>5. To continue providing a range of sports teams and other cultural activities for our students</li> </ol> | <p><b>Budget:</b></p> <p>Art \$2,000<br/>PE / Sports \$3,000<br/>Music \$1,200</p> <p><b>Historical Position:</b></p> <p>In 2008 Maungaraki School started to monitor the fitness levels of its students to ensure that students fitness levels continued to increase.</p> <p>A community consultation revealed that our families valued developing the whole child and wanted our students to experience a range of sporting and cultural opportunities.</p> |
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## Analysis of Variance

| Expected Outcome   | Responsibility                            | Target Date   | Action Required  |
|--|---|---------------|--|
| <b>Learning and Teaching</b>   |   |               |  |
| 1.1 All children extend their fitness levels over the course of the year.  | Classroom teachers                        | Ongoing       | Staff will provide a daily fitness programme for their class. In February all student fitness levels were assessed using the school's fitness circuit and criteria. This will provide a base for assessing student progress mid year and again at the end of the year. |
| 1.2 All children to develop their physical skills throughout the year.   | Classroom teachers                        | Ongoing       | To continue developing students physical skills through regular physical education programmes using a variety of equipment.  |
| 1.3 To provide opportunities for our senior and middle school students to participate in regional sporting events. | Sports co-ordinator and syndicate leaders | As timetabled | Select staff to attend cluster sports meetings and to register our students into local and Wellington regional sporting events.  |
|  | Jane and parents                          | Term 2 & 3    | Netball teams established to represent the school during the Saturday morning competition. Ripa Rugby competitions entered.  |
|  | Sarah and parents                         | Term 2        | Touch Rugby teams entered into the Friday competition. To support those students who represent our school at regional events.  |
| 1.4 Teachers enable their classes to take part in a range of physical experiences that the school organises.       | Sarah Williams                            | 11 – 22 May   | A swimming programme to be run in Term 2 with a swimming sports at the completion of this programme.   |
|  | Sports co-ordinator                       | As timetabled | To encourage other coaches etc. into the school programme e.g. soccer coaching, Les Mills Body combat, Grasshopper Tennis, etc.  |
| <b>Health Consultation</b>   |   |               |  |
| 2.1 To implement the outcomes of the 2008 health consultation.   | Health co-ordinator                       | Term 3        | To share the outcomes with the board of trustees, staff and community through either meetings or information in newsletters, reports etc.  |
| 2.2 To ensure that the necessary changes suggested by the community and staff are taken on board.                  | Health co-ordinator                       | Term 3        | Review the Health implementation plan and other documentation. Place these documents on the school website for the community to access.  |



## Analysis of Variance

| Expected Outcome  | Responsibility     | Target Date                    | Action Required  |
|---|--------------------|--------------------------------|--|
| <b>Participation in a Range of Experiences</b>  |                    |                                |  |
| 3.1 All students to participate in the school production.   | Classroom teachers | Term 3                         | <p>A copy of the production script given to all staff to read. Auditions and practices to take place in Term 3.</p> <p>The school to release Darrel and Darryl for 2 afternoons each to work with groups of students on the various scenes.</p> <p>Staff meetings allocated to the production as necessary. A dress rehearsal at the church hall before the production. Design of tickets to be encouraged by students. Costume design and props to be decided by teachers. Parents or students used to create these. The props and backdrop to be prepared. Someone to burn all the music onto DVD for use in practices. Singing practices on Tuesdays and Thursdays throughout Term 3 and increasing in duration as necessary.</p> |
| 3.2 For children to experience quality art teaching through step by step instruction with Jane Lloyd. | Carmen             | 8 June<br>27 July<br>31 August | To provide opportunities in the arts for our students so that they can experience success.   |
| 3.3 For as many students as possible to participate in the Kiwi Karaoke show.                         | Jane and Carmen    | 20 October                     | For children to participate in a musical experience which focuses on NZ music.   |

### Fitness Criteria:

|            | Time to run | Below     | At         | Above             |
|------------|-------------|-----------|------------|-------------------|
| Year 1 & 2 | 5 minutes   | 1-3 laps  | 4-6 laps   | More than 6 laps  |
| Year 3 & 4 | 7 minutes   | 1-4 laps  | 5-10 laps  | More than 10 laps |
| Year 5 & 6 | 10 minutes  | 1-9 laps  | 10-15 laps | More than 15 laps |
| Year 7 & 8 | 15 Minutes  | 1-14 laps | 15-20 laps | More than 20 laps |



## Analysis of Variance

### Achieved Outcomes for Healthy Lifestyle

- Our teachers are very aware of the need for daily fitness and results from our fitness testing shows improvement throughout the school.
- Students had many different sporting experiences and opportunities throughout the year as we continued to offer an increasing number of sports. We had a greater number of netball teams entered into the Saturday competition, and an increase in both Rippa Rugby and Touch Rugby teams.
- The middle and senior school students experienced a hockey tournament, a Year 7 and 8 basketball tournament, softball tournament and a duathlon, which were new experiences.
- The number of students participating in sports programmes like Grasshopper Tennis increased.
- Les Mills ran a promotion with our families, which included six weekly Body Combat sessions with all our students, while their parents and our staff were offered free gym membership for six weeks. The students enjoyed this different physical experience.
- The following table shows the total number of students reaching the benchmark in fitness for their age group, that is achieved at or above, with the 2008 data as a comparison. It shows that our continuing fitness programmes are having a positive effect and that the majority of our students have good fitness levels. The ethnicity grid below also shows that our Maori and Pasifika students are also fit.

|      | Term 1 | Term 3 | Term 4 |
|------|--------|--------|--------|
| 2009 | 83%    | 90%    | 98%    |
| 2008 | 73%    | n/a    | 91%    |

| Ethnicity | Below            | Average          | Above            |
|-----------|------------------|------------------|------------------|
| NZ Maori  | 1                | 11               | 13               |
|           | 4%               | 44%              | 52%              |
|           | (May 2009 = 12%) | (May 2009 = 36%) | (May 2009 = 52%) |
|           | (Feb 2009 = 19%) | (Feb 2009 = 38%) | (Feb 2009 = 43%) |
| Pasifika  |                  | 2                | 3                |
|           |                  | 40%              | 60%              |
|           |                  | (May 2009 = 20%) | (May 2009 = 80%) |



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- Our sports co-ordinators attended the cluster wide meetings and organised one interschool event (cross country) for the cluster. Our students in Years 7 and 8 were involved in HRSA and Petone Cluster events, and our middle school in the Interschool events.
- The sporting calendar listing all school and external events made it easier to keep track of sports events for both staff and our parent community.
- We had a very proactive group of House Captains in 2009 and they organised several sporting opportunities during the lunchtimes to encourage participation in events and pride in their House. Two netball tournaments were organised one for the senior school and one for the middle school.
- Yummy stickers raised another \$750 worth of sporting equipment for the school.
- Discovery Time opportunities were enhanced by providing each teacher with a specific type of activity to plan weekly. Teachers were given one category to organise each week under Imaginative Play, Communication, Creative / Messy play, Physical movement; Mathematical Development; and Inquiry (knowledge and understanding of the world). A planning sheet was organised so that all teachers knew what activities would be provided under each category. The quality of activities for our students was also greatly improved by these actions undertaken by the junior staff.
- The staff also purchased items that would enhance Discovery Time for our students. The purchase of a Wendy House was very popular amongst our junior students. All the junior staff attended a course on Discovery Time at Mana Education.
- PMP was successfully implemented although there were times when it was difficult to obtain enough parent helpers. Parent helpers were given their activities a week in advance to organise so that they knew what was required and the equipment necessary. One floor and two equipment sessions form a regular part of the weekly programme for our Juniors during Terms 2 & 3.
- Teachers assessed one PMP activity per week and over time collated the progress of their students from this data, and after the programme was completed all the data for the junior school was jointly analysed and discussed. This enables the staff to track progress over years and to identify the areas which our students require a greater focus.
- 2009 PMP data analysis showed that our students require more experience with Eye/hand and Eye/foot co-ordination. Eye/hand co-ordination is essential for fine motor movements including writing, cutting, manipulation of equipment and ball games. Children with poor eye/hand co-ordination have difficulty with writing, cutting, pasting and participation in major games. As many of the tasks teachers require children to complete in the learning situation require some fine motor activity, children with poor eye/hand co-ordination are often frustrated and the real outcome of the task is lost in the frustration.
- Jane Lloyd's sessions provided the vast majority of our students with success in visual art, with great results from the three sessions. Teachers used Jane's large modelling sheets for display in their classrooms to remind students of her sessions and the techniques developed, and a large display was mounted in the administration block with examples of student's work as well as photos.
- Several staff members focused on famous artists with their class and had their students develop art works in a similar style increasing student's knowledge of the artist and their artist style.
- The school production was a huge success with all our students participating in some way. The school bands played music throughout the performance, which was a new experience for our school. We hosted three shows – two evening and one matinee at The Hutt City Church,



## Analysis of Variance

which was a great venue, as staging, lights and sounds are included. The shows were well attended by the community including several dignitaries.

- We hosted an amazing cultural show.
- Itinerant music sessions were held with Ngarita continuing to offer keyboard, piano and recorder lessons. Andrew comes one afternoon weekly for folk guitar and a new addition with Cheryl Watterson teaching classical guitar. All tutors' music students performed for a school assembly at least once throughout the year. We have other itinerant music teachers approach the school but few parents have taken the opportunities advertised.
- 2009 was the first year that we were able to have two school bands. Auditions held in Term 1 revealed a high number of talented students so it was arranged that Darrel Greany be released from his class for 2 hours weekly to work with the growing numbers of students in the school bands. Success was achieved with a third place at the Wellington Intermediate Schools Battle of the Bands.
- Liz Coyle started up a school choir that was made up of "all comers". The choir sang during school and community assemblies.
- Fortnightly assemblies were held and the community assemblies were well supported at the end of each term.
- The school newsletter was revamped to include a greater number of photos celebrating school and interschool events as a recognition of student achievement.

### Healthy Lifestyle – What next?

- Staff felt there is too much assessment, especially at the start and end of year, so in 2010 we will change the timing of fitness testing and reduce the frequency. Fitness tests will take place in March and September.
- Individual teachers will be given the responsibility for collating their own class data for fitness which will be handed to the PE / sports co-ordinator for school wide collation. This will enable classroom teachers to identify students of concern in their class and to see the importance of daily fitness.
- The sports co-ordinators role will be divided into two roles, as it is a huge task for one person to take on with a full teaching responsibility. We will have an inter-school sports co-ordinator and an in-school sports co-ordinator. These two staff members will work closely together but will have defined roles.
- The range of fitness activities offered will be increased and syndicates will work together whenever possible. Nikau and Totara Syndicates will combine first thing each school day for Jump Jam, Jump Rope for Heart.
- Grasshopper Tennis will be continued for another three years as a community survey showed that our families appreciated this programme and it is generally well supported. The local tennis club is also noting an increase in its membership.
- The sports co-ordinator will attempt to attract other opportunities for our students with Kiwi sports in 2010 e.g. Kiwi Golf
- We will continue to develop an annual sports calendar in an attempt to provide improved notice to our families about upcoming events. This may make it easier to attract parental support for events, as it was a struggle in 2009. All opportunities for parents to have coaching sessions will be promoted also in an effort to raise support from our parents.



## Analysis of Variance

- The sports co-ordinator will attend a course on using senior students as sports coaches during the lunch times then put this into action as we have some very able students who have the skills to run lunchtime sporting sessions.
- PMP will be extended in 2010 so that our juniors are exposed to the equipment and floor sessions for a longer period of time. Sessions will begin mid term 1 rather than waiting until term 2 and sessions will be extended into term 4 for those students who have been identified as requiring extra sessions. Parent sessions will be organised to keep our parents informed and to hopefully get greater support from the community.
- The school sporting events like Athletics Day, Cross Country and Swimming Sports are well supported by our parent community. We will continue to host these events annually.
- Continue to purchase items to enhance Discovery Time for our juniors.
- The art lessons with Jane Lloyd were extremely successful in providing a role model for staff in ways to teach art, but also for our students to feel success in art activities. We will invite Jane back in 2010 for two more art experiences – drawing perspectives and drawing cartoons.
- To develop greater creativity in our staff a Teacher Only day mid year will be organised to stimulate and motivate staff in visual art.
- Continue to support Liz Coyle to enable her to take the school choir.
- To further enhance public areas of our school with art displays.
- The school will continue to release Darrel Greany for band practices weekly, and support an entry into the annual Battle of the Bands Competition.
- We will continue to host a community assembly on the last Tuesday of each term, with each syndicate taking a turn to run the assembly, which is a showcase for highlighting the terms work. It also provides the opportunity for our students to speak confidently to an audience, and perform an area of strength to a larger audience.