



**Mission Statement:** Within our safe and caring environment we challenge each individual student through a range of stimulating learning opportunities to become a confident, enthusiastic achiever.

## Analysis of Variance – How well were our 2017 goals met?

April 2018

Dear Parents/ Caregivers

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

Introduction: Containing the school's vision, mission statement and values

Strategic: The Boards 3 – 5 year broad aims/goals.

Annual: Current year's aims/goals, targets for improving outcomes and planned actions.

Our School Charter guides the Boards of Trustees, Principal, Teachers and in fact the whole community, in the work we do. The charter, and the planning and reporting that stems from it, is intended to ensure a culture of continuous improvement based on regular self-review. Through planning and reporting processes, the Board, Principal and staff work together to:

- gather comprehensive information about student achievement
- identify specific areas for improvement
- implement programmes to lift performance
- report on progress each year.

As part of this on-going process our 2017 annual targets have been reviewed and a Variance Report has been completed. From this analysis the 2018 Annual Plan has been set. The Variance Report can be found on the school website or you are welcome to request a copy at the office. Your questions or comments regarding this report are most welcome.

Regards

Paparangi Board of Trustees

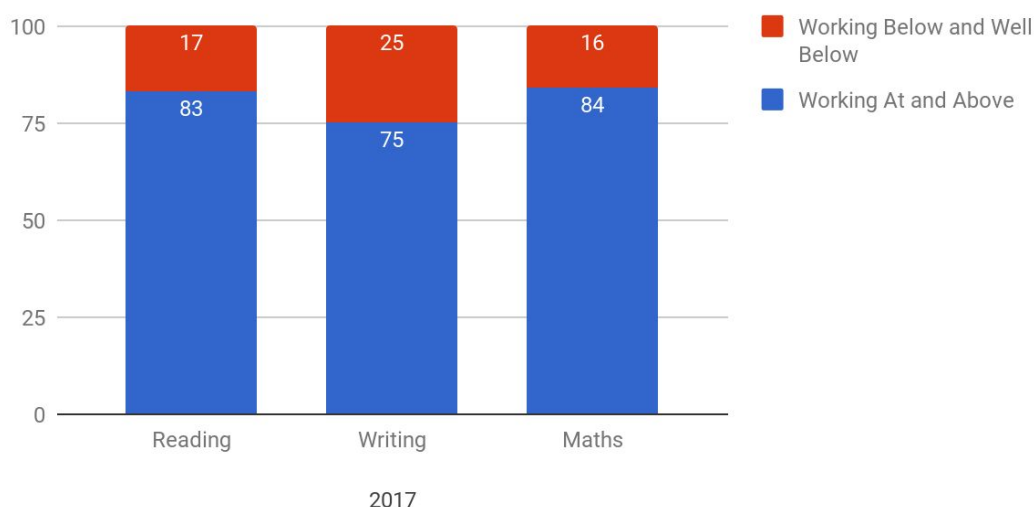
*Ehara taku toa i te toa takitahi, engari he toa takitini  
(The combined efforts of many are needed to complete a project.)*

## Analysis of Variance – How well were our 2017 goals met?

This Analysis of Variance is a review of the 2017 Annual Goals. The variance report identifies the difference between the targets a board sets, and the achievement of these targets. The board then uses this information to establish priorities for target setting and planning for the following year.

Strategic Goal	Annual Goals							
<b>RAISE STUDENT ACHIEVEMENT</b>	<b>2017 Annual Goal 1.1</b> Create collaborative learning environments that enable children to be enthusiastic, confident achievers and our staff to be enthusiastic and confident.		<b>2017 Annual Goal 1.2</b> Implement 'assessment for learning' principles so that data is analysed and findings are used effectively to develop quality teaching and learning programmes.			<b>2017 Annual Goal 1.3</b> Resource and support target students appropriately so that they have every opportunity to be enthusiastic, confident achievers.		
<b>So what happened?</b>								
<p>Because new teams of children and teachers were working together in different parts of the school, the major theme for the year was building collaborative learning environments. Positive outcomes include more children being engaged in their learning; students who can speak with confidence about learning processes, and are beginning to understand and articulate what they can do/know and what they need to learn next.</p> <p>Another positive outcome of working in collaborative learning environments was the increased opportunities for teams to meet the needs of target students with additional needs. Another strength is the way teachers are learning from each other on a daily basis. Teachers have found that with increased team-teaching and by working together in flexible learning spaces that there is also a greater opportunity for collaboration when preparing and writing student reports. Google-docs are helping us to develop better systems to enable collaboration like this to happen.</p> <p>Learning Support is an expanding area of need in the school, at times placing considerable demands on resourcing and staffing. The Board approved extra resourcing for Learning Support Time during the year when funds were exhausted for the second year in a row. This area will continue to require additional resourcing as we strive to ensure all children are supported to be the best they can be. This year teacher aides have provided targeted learning support in every classroom with a focus on ensuring learning support is deployed in the most effective and inclusive way possible. Developing this area will be continue to be a priority next year, and in particular addressing the needs of English Language Learners who are a bigger cohort than previously.</p>								
<b>Reading</b>	END OF YEAR 2016	END OF YEAR 2017	<b>Writing</b>	END OF YEAR 2016	END OF YEAR 2017	<b>Maths</b>	END OF YEAR 2016	END OF YEAR 2017
All	174/197 88%	176/211 83%	All	159/197 80%	159/211 75%	All	174/197 88%	178/211 84%
Māori	32/38 85%	35/45 78%	Māori	27/38 71%	31/45 69%	Māori	29/38 76%	34/45 75%

## National Standards Overall Teacher Judgements : Whole School End of 2017



Overall achievement rates in reading, maths and writing have decreased 4-5% from 2016 to 2017. Writing continues to be the area of greatest concern, with reading and maths having similar achievement rates yet again. As the roll steadily increases the school is working to ensure that routines and organisation are consistent across larger groups of classes/teachers and that our school systems are able to handle increases year upon year. A new assessment tool in writing has been introduced providing greater assurance of data reliability. The school will continue to investigate good practice in assessment and reporting next year, with a focus on assessment in collaborative learning environments.

After being stable for the past three years, the achievement rates for Māori students in reading, writing and maths have slightly decreased this year. This group is the biggest it has been for many years (20 Māori students in 2013 and four years later there are 45 Māori students.) In response to the increase of Māori student enrolments the school has invested in professional development for teachers exploring the concepts of Ka Hikitia, Tātaiako and learning Te Reo Māori with an external facilitator.

Of the 45, 40% of them are in Y1 and Y2 and we are confident that the majority of these students will certainly reach expected levels of learning by the time they are working at L3 of the curriculum. Many of these children are priority learners in English or Maths, receiving targeted support within their classroom programme.

Achievements rates for Pasifika students have been consistent over the past four years in reading, writing and maths and 2017 was no different. Of the 11 Pasifika students 90% of them are achieving at expected levels.

We have noticed a decrease in the achievement rates of our small MELAA cohort so these students will be monitored to ensure they are making accelerated progress in literacy and maths, with a focus on gaining greater proficiency in English language.

## Planning for next year

- ★ With the introduction of a new vision and values in 2018, the next step is the revision of our local curriculum; to make improvements to *what* students learn and *how* they learn it. We want our curriculum to reflect the special features of our school, and to be inspired by our community's beliefs and aspirations.
- ★ 2018 Priority learners: Māori, MELAA and Asian writers; Māori and MELAA in reading and maths; ELL learners.
- ★ Facilitate PD in maths and oral language. Design a PLD programme that accelerates language acquisition for English Language Learners; building the capability of teachers and teacher aides to provide appropriate learning support for new ELL students.
- ★ Continue developing effective ways of teaching and learning within collaborative learning environments. Investigate professional development opportunities that develops practice for teaching and learning in Flexible Learning Spaces.
- ★ Keep adapting the school structures in response to roll growth.
- ★ Continue to refine our systems for getting to know our learners, and how we track their progress and achievement. Consider how achievement and progress will be reported to parents without National Standards.
- ★ Continue to invest in funding for the resourcing and staffing of Learning Support. Ensure that Learning Support is being deployed in the most effective ways to support students with additional needs.

Strategic Goal	Annual Goals	
<b>EFFECTIVE TEACHING</b>	<b>2017 Annual Goal 2.1</b> Develop effective '21st century' pedagogy and practice, where teachers confidently inquire into the impact of their teaching on student achievement and well-being.	<b>2017 Annual Goal 2.2</b> Explore, model and encourage growth mindsets and agency so that students and staff acquire a deeper understanding of how to learn and how to think.
<b>What happened?</b>		
<p>The main PLD themes this year were Clarifying Roles and Responsibilities within Learning Support; improving Te Reo Māori skills and delivery, understanding 'The Nature of Learning' and ways of learning and working more collaboratively. In addition to these major themes, other topics in which PD took place were</p> <ul style="list-style-type: none"> <li>o Digital Citizenship</li> <li>o Education Outside the Classroom</li> <li>o Understanding the Brain and Young learners</li> <li>o Teacher Aides - Writing</li> <li>o Introduction to Enviro Schools - new staff</li> <li>o Supporting Beginning Teachers and their Mentor Teachers</li> </ul> <p>We continued to consolidate our new appraisal programme with most teachers now having a digital learning portfolio. Peer to peer observations took place as part of the appraisal programme with teachers visiting other colleagues of their choosing in relating to their professional goals. Learning Walks and Teaching &amp; Learning Visits were also undertaken by the Senior Leadership Team.</p> <p>Teachers responded positively to the Te Reo Māori PLD, working with an expert facilitator for half the year. Teachers reported feeling more confident to speak Te Reo Māori with their students and to each other. Evidence of Te Reo Māori in classes increased and students are speaking and listening to Te Reo Māori with more confidence, skill and understanding. Some assembly presenters spoke Te Reo Māori at assemblies and it was pleasing to hear phrases and words between students in the playground at break times.</p> <p>The interest generated from the two Brain and Learning Workshops teachers attended sparked professional learning conversations to last the whole year. We investigated 'The Nature of Learning' and therefore what are effective ways of teaching and learning collaboratively - and we developed a greater awareness of what is to be expected of young learners at different milestones.</p>		
<b>Planning for next year</b>		
<ul style="list-style-type: none"> <li>★ Teachers have identified Maths as an area of professional interest, with little opportunity for professional development in this area recently. Our goal will be to design and deliver a Maths PLD programme that improves outcomes for students. We are going to apply for ALIM Maths PD with external facilitators as well. In school we will explore Maths Talk and grappling as strategies to solve open ended maths problems and explore what it means to be an effective maths teacher.</li> <li>★ Keep building the capability of teachers to work collaboratively and leaders to lead their areas of responsibility effectively.</li> <li>★ Continue to design effective teaching and learning programmes             <ul style="list-style-type: none"> <li>o where thinking and learning are visible;</li> <li>o develop deeper understandings about how children learn</li> <li>o consistent expectations for learning between and across teams</li> </ul> </li> </ul>		

Strategic Goal	Annual Goals		
<p><b>A POSITIVE AND INCLUSIVE SCHOOL CULTURE AND COMMUNITY</b></p>	<p><b>2017 Annual Goal 3.1:</b> Create a positive learning culture based on shared values of Care, Courtesy, Respect and Responsibility.</p>	<p><b>2017 Annual Goal 3.2</b> Integrate Te reo me ngā tikanga Māori within every-day learning programmes.</p>	<p><b>2017 Annual Goal 3.3</b> Celebrate the diversity of our school community; exploring and valuing other cultures and catering effectively for learning differences</p>
<p><b>What happened?</b></p>			
<p>Class treaties were co-constructed using the four school values as the back bone. Good citizens were recognised for their outstanding efforts in demonstrating values and key competencies in assemblies and at morning teas with the Principal. Enviro-days and sports events held each term provided staff and students with different contexts in which to demonstrate the school values. The Enviro Day in term two was planned to coincide with Matariki.</p> <p>Student Leaders organised weekly assemblies. They often spoke about the values at assemblies, welcomed new students and used greetings from around the world or Te Reo Māori words and phrases in their speaking parts.</p> <p>Teachers participated in workshops upskilling their Te Reo Māori, learning to use the teacher resource 'He Reo Tupu He Reo Ora.' The Te Reo Workshops run by Alice Patrick were well received and teachers worked together and supported each other to learn new phrases and classroom language. The facilitator observed teachers in action across the school, working with teachers to identify appropriate next steps in their professional practice.</p> <p>Matua Joe McLeod from Ngā Hau e Whā o Paparāangi Marae led the Whare Karakia Whakawatea Ceremony at the opening of the new Library. The whole school was involved in this celebration and many parents came along too.</p> <p>Children in every Team took part in Kapa Haka each term. Students from Tino-iti visited Paparangi Kindy for Kapa Haka every other Tuesday. Our school was invited to Paparāangi Kindy's Kapa Haka concert which took place in our school hall. Rakau Nui participated in the Newlands Kapa Haka festival in September at Newlands College.</p> <p>Whānau get togethers were held three times across the year, offering opportunities for teachers and parents to get to know each other and work together for the good of all tamariki. Each time there is a Whānau get together, representatives from Paparāangi Kindy, Ngā Hau e Whā o Paparāangi Marae and Enviro-Schools have been invited too.</p> <p>Our teachers and teacher aides participated in a year long professional development programme that focussed on their roles and responsibilities in order to provide inclusive learning support. This PD helped staff to improve the ways children with additional needs are supported in classrooms. Our focus is on providing inclusive learning experiences for children. As our roll grows we are aware that a large proportion of new enrolments are students who are English Language Learners so this area will be targeted next year.</p>			
<p><b>Planning for next year</b></p>			
<ul style="list-style-type: none"> <li>★ Raise awareness of and bring to life a new vision and set of school values: Growing Adventurous Learners and Community, Courage, Perseverance, Respect and Responsibility.</li> <li>★ Explore "Learning Talk" and the way language is used to encourage, explore and model a collaborative learning environment.</li> <li>★ Be responsive to the diversity within our school setting and keep exploring ways to value identity, culture and language of all students.</li> <li>★ Design language acquisition programmes that accelerate English Language Learning for new enrolments.</li> </ul>			

Strategic Goal	Annual Goals	
<b>ENGAGING AND INFORMING OUR SCHOOL COMMUNITY</b>	<b>2017 Annual Goal 4.1:</b> Foster ako and whanaungatanga with Ngā Hau e Whā o Paparārangī Marae and Paparārangī Kindy, so that learning pathways are extended through the community.	<b>2017 Annual Goal 4.2:</b> Provide a range of opportunities for whānau and families to contribute to, learn about and celebrate their children's learning.
<b>What happened?</b>		
<p>We held 'Meet the Teachers' sessions and 'Getting to Know You' evenings in Term 1. The 'Getting to Know You' meetings were not as well attended as in previous years so we will change the format of these meetings next year. It was the first time parent info evenings were held across the whole school and the interest here was pleasing, with many parents coming along to find out about learning in collaborative learning environments and what this meant for their child. In term two we provided an opportunity for Parents and Whānau to celebrate their child's learning at the Student-Led Workshops. There were activity stations around the rooms which the children shared with their parents. During these sessions children explained the activities with their parents, talking about what they can do or what they are learning to do. End of term assemblies celebrated learning across the school, with the Dance for Schools performance in term two very well received. There was a great turnout and the children enjoyed performing with their peers for Parents and Whānau.</p> <p>A member from the Board attended the AGM at Ngā Hau e Whā o Paparārangī Marae. We are grateful for the support of kaumatua from Ngā Hau e Whā o Paparārangī Marae at school events such as the library opening. It was wonderful to be part of Paparārangī Kindy's celebrations this year as they celebrated the installation of their waharoa and their name change.</p> <p>Family Fun Night was held in February followed soon after by the Gully GutBuster which had been postponed in 2016. Both were very successful community events thanks to the enthusiasm and energy of the Home and School Team. Events like these can be a challenge, as it is often a struggle to find enough extra parents who are willing to volunteer their time to help behind the scenes. The Home and School Team also ran discos, movie nights, sausage sizzles and Friday lunches making a significant fundraising contribution to the school this year. Their fund-raising enabled the school to purchase new court markings, more ipads and chrome-books, offer a camp subsidy, provide extra learning support such as reading recovery, as well as the renovation of the new library.</p> <p>The Board of Trustees embarked on a review of the School Charter focussing on revising the vision, values and strategic goals. This involved consulting with the community and we are grateful to the 27% of families who responded to a survey about the School's mission, vision and values. The Board sought advice from the School Trustees Association and attended training workshops as well to ensure the process was robust. The new vision 'Growing Adventurous Learners' captures the spirit of our community; their aspirations for Paparangi graduates to be curious, creative, problem solvers, risk-takers and the best they can be. We believe new school values, 'Community, Courage, Perseverance, Respect and Responsibility', will help bring the Vision to life and enable Paparangi School to be the best it can be.</p>		

**Planning for next year**

- ★ Continue to foster the pathways between School, Marae and Kindy. Invite Marae and Kindy representatives to school and enviro events.
- ★ Raise awareness of the new charter and what it stands for with staff, students, parents and the wider community. Seeks ways to work together to 'grow adventurous learners.'
- ★ Communicate about teaching and learning with Whānau and Parents in a variety of ways, with the aim of connecting with as many families as possible. Explore effective use of online learning portfolios and class blogging as alternative forms of communication.

Strategic Goal	Annual Goals		
<b>FUTURE FOCUSSED LEARNING ACCESSIBLE TO ALL</b>	<b>2017 Annual Goal 5.1:</b> Design a local curriculum that is inspired by our community's beliefs and aspirations and underpinned by effective teaching and learning.	<b>2017 Annual Goal 5.2:</b> Explore what it means to be a digital citizen and implement systems and routines that promote digital literacy.	<b>2017 Annual Goal 5.3:</b> Open a new library that promotes a love of learning and functions as another flexible learning space.

**What happened?**

Teachers explored the 'Nature of Learning', what it means to be teaching and learning in flexible learning spaces. This is a long term project that we have only just begun. This work links very well with the work of the Board, who revised the Charter. The new vision, values and strategic goals will be launched in 2018 and provides clear direction for re-designing the local curriculum, the next part of the review process.

Teachers, teacher aides and part time teachers took part in Digital Citizenship professional development, learning about the elements of digital citizenship and the implications for schools and society. Rakau Nui began using Hapara and See Saw, integrating digital technologies into day to day programmes. A major focus of the integration related to Digital Citizenship - students learning to use technology responsibly and appropriately.

The whole school celebrated in September when the library re-opened, after almost two years without one. This project was achieved due to the fundraising efforts of our community Readathon and other fundraising led by the Home and School Team. We also received a generous grant from Pelorus Trust. We celebrated the library opening with a visit from Author Ruth Paul, a Book Character dress up day and a Readathon. Thank you to Matua Joe McLeod for blessing our new library.

**Planning for next year**

- ★ Design an action plan for launching and embedding the new vision and values. Make links between the new vision and values and the work to do on redesigning our local curriculum.
- ★ Review the ICT purchasing and distribution plan to ensure it caters for the effective use of digital technologies; taking into account our expanding roll and advancements with technology.
- ★ Design an action plan for implementing the Digital Technologies curriculum.
- ★ Make improvements to the Hall, Pounamu & Rakau Nui classrooms in order to provide future-focussed, flexible learning spaces that help us to achieve our vision.



Strategic Goal		Annual Goal
<b>ENVIRONMENTAL EDUCATION</b>	Students will develop the attitudes and skills needed for them to contribute towards improving and sustaining the quality of our environment.	<b>2017 Annual Goal 6.1</b> Foster a community that <a href="#">thinks and acts sustainably</a> .
<b>What happened?</b>		
<p>Staff worked together to design and deliver regular enviro-education opportunities, led by our passionate Enviro Co-ordinator. Classes took responsibility for various enviro-ed projects, developing expertise in areas such as composting, recycling, planting and caring for natives. Enviro Days took place every term. This year a new shade house was installed, a skink garden and fernery were created and a new forest was planted on the Beazley Roadside bank to attract more native birds. What powerful ways of promoting guardianship/ kaitiakitanga with students! When evaluating Enviro-days, teachers consistently highlight how well days like these give opportunities for different students to shine.</p> <p>The Ruma Manuka Power Rangers reported diligently at weekly assemblies on energy saving, commending classes for being great energy savers! Rakau Nui students ventured out into the community as part of their student led inquiries, using the nearby gully stream as an authentic context for learning about fresh water-ways. The Green Gang attended the opening of a new local community walking track, 'Te Ara Paparāangi.'</p> <p>As a Green Gold Enviro-school we hosted other schools, who are on their own Green-Gold journey. The Green Gang held several tours of the school and helped explained the process of how Paparangi achieved their Green Gold Holistic Award in 2015.</p>		
<b>Planning for next year</b>		
<ul style="list-style-type: none"> <li>★ Work with our community to be a Green Gold Enviro School.</li> <li>★ Identify other ways for our school to be sustainable; exploring much more than the Natural World strand of Science Curriculum.</li> <li>★ Build capability of the new Enviro Leader.</li> </ul>		