

Pinehill School Statement of variance: progress against targets (2023)

Strategic Goal 1: Ako/Learning


A future focus in teaching and learning



1.3 Strengthen the capability of staff to be highly effective practitioners.

Annual Target/Goal:

For all learners to achieve or exceed age appropriate curriculum level expectations.

- All students will make at least one years progress in literacy (reading and writing)

Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>These are the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
<p>Action 1</p> <p><u>Better Start Reading</u> Y1& Y2</p> <p>PD & initial implementation including parent education meeting</p> <p>Provide a professional development programme for Year 1 teachers</p> <p>Gather baseline data and 10 week data</p>	<p>All Year 0 and 1 classes have implemented BSLA phonics and reading. Explicit links to writing are part of the programme.</p> <p>Whanau engagement meeting in Term 2.</p> <p>Facilitator and mentor support for teachers.</p> <p>New teachers added to the programme as they start at Pinehill School. Year 2 teachers also implemented BSLA in 2023.</p> <p>Assessments completed at baseline, 10 weeks and end of year for all students. Tier 2 students identified and provided with extra support. Results discussed with parents at 3WCs. Shared Tier 2 results with parents.</p>	<p>BSLA timetabled and taught in all classes. Phonics+ books and resources</p> <p>Whanau meeting attended by a small number of parents. Notes and presentation sent out afterwards.</p> <p>4 more teachers achieved their BSLA microcredential</p> <p>BSLA baseline and 10 wk data Initial phoneme identity</p>  <p>Baseline for Year 1s moving to Year 2 will be higher than Year 2 starting point last year.</p>	<p>Timing of meeting to be considered to try and capture more parents.</p>	<p>Improve communication with parents around BSLA</p> <ul style="list-style-type: none"> Whanau engagement meetings repeated reporting to parents more clear and using language from BSLA <p>Review BSLA progression outcome vs age and align this with our reporting levels.</p>

<p>Review the reading curriculum level benchmarking system to inform reporting</p> <p>Engage and educate parents around the programme and reporting process</p>	<p>Agreed Pinehill reporting based on reading level - phonics phases.</p> <p>Whanau meeting held, weekly information sheets sent home. Discussed BSLA at 3WC.</p>	<p>Parents</p>		<p>Year 3 teachers taking part in BSLA programme to provide progression of learning for children moving from Yr 2 - 3</p>
<p>Action 2</p> <p><u>Write That Essay</u> (Writers Toolbox)</p> <p>Invest in Professional Development sessions to identify and remedy gaps in teaching and student writer progress.</p> <p>Review and strengthen how we report to parents on progress and achievement in literacy.</p> <p>Review how we moderate and strengthen consistent overall teacher judgements of student progress and achievement.</p>	<p>Teacher workshops and coaching: Sentences, expansion, paragraphs, precision MoE PLD funding has allowed a positive shift in teacher practice</p> <p>Identified gaps in teacher and student knowledge</p> <p>Review and update of all writing rubrics - consistency of language and clear progression across levels.</p> <p>What writing looks like at Pinehill School document created and shared with parents in newsletter</p> <p>Writing moderation meetings (whole school and across year groups)</p>	<p>Data shift to be added when data in ETAP Teacher and student feedback Coaching observations have shown consistency in teaching practice across year levels.</p> <p>Teachers and children use the language of WTB in the classroom e.g adverb start, hi-5</p> <p>Some children independently, consistently using new sentence and paragraph types.</p> <p>Updated rubrics</p>  <p>Teacher consistency in assessing where children are at in their writing in the curriculum across year levels</p>	<p>Induction of new staff (roll growth start classes).</p>  <p>Expected progress in 6 months (1 sublevel) has been made by the majority of students in every year group. Accelerated progress (2 sublevels) was made by a small proportion of students. Slower than expected progress was made by 35% in Year 5 & 25% in Year 6.</p>	<p>WTB coaching hours and make up workshops to ensure continuity for new teaching staff.</p> <p>Review reporting and ensure this is inline with WTB teaching and learning programme</p> <p>Timetable in induction coaching sessions for WTB</p> <p>Continue with Better Start Literacy in Years 1 and 2</p> <p>Introduce Better Start Literacy Approach in Year 3 including professional development</p> <p>Continue professional development from Writer's Toolbox including catch up sessions for new teachers.</p> <p>Increase language development opportunities for English Language Learners with differentiated access to online learning programmes in classrooms - e.g. Reading Eggs</p> <p>Sustainability planning</p>

Strategic Goal : Ako/Learning

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Action 3 Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from ELLs specialist	-Analysed etap data for gaps in learning identified from Ellp Pathways -Shared with Teacher -Worked collaboratively to create learning that would engage, motivate & address gap across area of need e.g., Listening, Speaking, Vocab, Reading, Writing -Activity was adapted across classroom for individual children's needs -modelled in classroom -discussed -new teaching activity developed by teacher and taught in classroom	Link to background information on new way of addressing ELLS learning needs refer to pg 1 Volume 30, 2022, Special Edition - TESOLANZ Students voice collected by classroom teacher after modelling https://docs.google.com/document/d/1_Fx0-X7VdNOSXUEve66iDOqaahUOQWt95Fh_PZ84G10/edit Data from ESoL funding spreadsheet showing ells Stages of progress https://docs.google.com/spreadsheets/d/18vNugzb5GQdSWMs0D05KU30f3Jj_4oxvfbx1DJMKvpU/edit#gid=0	-influx of ELLs with minimal english 1x student working with RTL 34 x ELLs are making progress through the ELLP Progressions.	-identify any areas of need with teachers -make links to ELLs data and gaps in learning on etap -liaise with teachers I haven't previously worked with -analyse classroom data with teachers to identify learning needs of ELLs -create lessons that address learning needs in the classrooms -model lessons to teachers -discussion with teachers re modelled lesson and where to next -observe teachers -use new CRT Release to work with teachers
Introduce and embed ELLs Progression Pathways framework for each year group	-Worked collaboratively with teachers, (some individually) to discuss ELLP Pathways -Children's work linked to ELLP matrices (eg's given) -gaps targeted for new learning	-Teacher gathered students' voice on targeted learning (see above) -Met with teachers twice to embed their learning of ELLS teaching strategies	-haven't been able to work with all teachers due to influx of new minimal learners (ELLs) -ELLPs updated in 20222023 for new ELLs to Pinehill on server	-attend Team Planning meetings -make suggestions for relevant activities to be adapted across class -Continue attending weekly Team meetings updating children's progress, learning/lessons for teachers


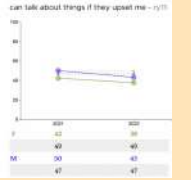

		-Teams sending home identified vocab in upcoming units -teachers including ELL teaching strategies at beginning of unit (matching/definition/diagram)		-Ongoing modelling with teachers utilising new CRT release
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Strategic Goal 2: HAUORA / WELLBEING
 Having an inclusive culture of care and equity
2.1 Nurturing resilience and wellbeing for success

Annual Target/Goal:

- Investigate ways to measure and evaluate wellbeing at Pinehill School and develop sustainable practices that contribute to our wellbeing and the wellbeing of our Maori and all our students.

Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>This is the source of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
Action 1 Further develop the Resilience Project through staff ongoing development including induction	Induction of new staff The Resilience Project has become more integrated in many classrooms. Ongoing development for teaching staff	New staff met with TRP leaders for induction - included Why? How? What? New staff also supported within their teams Login details and how to navigate resources on The Resilience Project Wellbeing website Whole teaching staff meeting Online staff meeting 14/02/23 Carla shared our Why? How? What? for Goal 2 of Strategic Plan TRP leaders shared student voice and goal for 2023 - Goal for TRP: <i>'being how we approach life' rather than a programme we 'do'</i> How? - continue to build teacher competency and confidence - we need to model TRP principles as adults - weave it into the life of our tamariki and our classes - continue to build on parent knowledge and engagement so it spreads into	 <p>2023 data for our Year 4-6 students - on the whole, pleasing data</p>	Staff curriculum wellbeing team with a focus on sustainability planning of wellbeing teaching/learning and a way of being at Pinehill. More manageable way to survey student wellbeing. Kahui Ako Wellbeing focus group to develop staff and parent information

		<ul style="list-style-type: none"> homes - continue to grow how we value and show TRP at Pinehill in our school wide setting - building the knowledge of the psychology behind the principles <p>Presentation to the BoT with classroom examples of the student learning.</p>		
<p>Action 2</p> <p>Develop student resilience strategies using <u>The Resilience Project</u> teaching and learning. Analysis of The Resilience Project survey in Years 3-6</p>	<p>Depth of using these strategies</p> <p>High level of personal student reflection</p> <p>Student familiarity with key vocab and strategies</p> <p>Kathy from TRP shared our data with SLT and TRP leaders. She said we should be proud and encouraged by our data. This type of feedback is always nice to hear, but there is still room for improvement.</p>	<p>The language of resilience is being heard both in classrooms and in the playground</p> <p>Key successes (higher than national norms) from the student survey</p> <p>“I am doing well”</p> <p>“Teachers who encourage”</p> <p>“Teacher at school who care”</p>	 <p>2023 data for our Year 4-6 students - on the whole, pleasing data</p>  <p>2021 and 2022 collated data for ‘Can talk about things if they upset me’</p> <p>We know that rangatahi need to feel positive about themselves and safe for learning to occur. There is quite a difference in the data here. The survey with our students was done one week after we had a lock down (real not drill) on school site. When looking at some areas of the survey (I feel anxious/disengaged) this may have had an impact as to how students were feeling at that point in time.</p>	<p>Next steps, especially for girls “Talking about things that upset me”</p> <p>“I feel good about myself”</p> <p>Review dis-engagement / engagement and include in new survey design</p>  <p>Our 2023 data for the same question - still room for improvement. This is a big reason why we need to build resilience strategies in our rangatahi.</p>