

Finlayson Park School



ANNUAL REPORT ANALYSIS OF VARIANCE 2019



Te Huringa Rumaki Reo

TE ROOPU REO RUA

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FINLAYSON PARK BOARD OF TRUSTEES

CHAIRPERSON'S REPORT 2020

Finlayson Park School is a unique educational model that builds its success upon an animated and committed team, who have the willingness to undertake professional development opportunities. This serves to offer all students the best possible educational outcomes, both academically and holistically. Guided by a visionary Principal, who nurtures bi-lingual education, the school continues to be recognised both nationally and internationally. We acknowledge the wider team - Senior Leadership, Board of Trustee members, teaching staff and our array of support staff - for sharing this vision.

The school has always supported and promoted balanced learning programmes underpinned by the NZ Curriculum, Te Marautanga o Aotearoa and specifically compiled programmes for each of the language units. Programmes also encompass the values identified by the schooling community through in depth consultation

- Common sense
- Consideration
- Co-operation
- Courtesy

Personnel

Staff turnover, in any organisation, is always an indication of the work environment. Turnover remains low at less than 5%, with those leaving usually taking on leadership roles in other schools. Over the past decade, the school has empowered over 20 staff members who have taken on Principal and Associate roles. We have continued to employ high quality staff that are nurtured and supported, so they can best serve the needs of our students.

The Principal, Senior Management team and Board members are all like-minded and recognise the importance and benefits of professional development. Whole-school needs-based professional development is undertaken to strengthen teacher knowledge and pedagogical practise within the classroom.

Finance

The annual budget is monitored closely by the Principal, Board Chairperson and Treasurer, with all Board Members receiving monthly updates. The Principal, Treasurer and Executive Officer liaise regularly on monetary matters. This has resulted in well managed finances which have been overseen by EDTECH on a Termly basis. Our Executive Officer is extremely competent and knowledgeable in all financial matters.

Monitoring of all budgetary areas of the school throughout the year also allows the Principal and Senior Management to identify areas in need of further financial support.

School Self Review

The review of achievement levels and informing the Board and community is continuous. It is important to recognise the entry levels of our students, as many of them are second language learners and students with no form of pre-school education. Progress is apparent after intense additive support programmes of learning and well-being.

We have recently undertaken School Docs, that provide an inclusive policy and procedure review process, along with legislative changes. The Board of Trustees have also adopted a portfolio model based on the Board Assurance Statement, which allows for a more comprehensive understanding of policies and their intent.

With six different language learning pathways it is essential that our self-reviewing is ongoing to ensure all levels of support are available to staff to maximise learning.

The school was also visited by ERO in the later part of Term 4, 2019. We still await our review document.

Multi-Cultural needs of Students

The Board of Trustees recognise the importance of Bi-Lingualism and what that means to the schooling community. An application for Designated Character was submitted to the Ministry of Education in 2018. Unfortunately that application was not approved, but the Board will take further action to seek it's preservation. We want to provide our parents with the assurance that Finlayson Park School's model will remain intact for many years to come.

Total Immersion Maori, Bilingual Maori, Samoan Bilingual and Tongan Bilingual Language Units and Nga Hau e Wha have continued to strengthen and accomplish learning pathways that suit our multicultural ethnicities. Our Total Immersion Unit Te Huringa bases their curriculum on the Te Marautanga o Aotearoa Curriculum document. Whanaketanga Pangarau for Te Huringa and Te Roopu Reo Rua has continued to be supported by University of Auckland facilitators on a Ministry of Education contract. Continuing staff development was undertaken in the use of Maori, Tongan and Samoan Assessment tools.

More recently, the Marawen unit has been established. This unit supports requests and consultation with the Kiribati community and the school's belief in bi-lingual educational pathway.

Te Reo Maori continues to be a high priority of learning for all staff. Weekly units of Te Reo learning have been implemented and free weekly Te Reo Maori classes are available for staff and community.

We maintain connections with past students and the schools and other educational facilities they progress on to, after leaving Finlayson Park School. Our students who have left the school have continued with Te Reo Maori studies at Secondary School and are gaining pleasing results in NCEA at senior levels and top academic awards in all year levels.

Following school philosophies, University study is an expectation for all staff. A number of staff members have undertaken extra-curricular study and work towards the completion TESSOL and Bi Lingual education papers.

Special Needs and Programmes

Students with special needs are very well catered for. Their needs can be identified and serviced through qualified practitioners that work as a multi-disciplinary team. The school supports the Hauora team and employs a school counsellor, two social workers and SENCO personnel. The team is able to engage specialist services as complexity dictates

e.g. RTLB, ORRS, Whirinaki, Hearing & Language Therapist, Physiotherapist, Public Health Nurse

Programmes are also available – as needs arise and have included withdrawal groups and support groups.

Achievement levels of these students have all shown progress at their own rate. Considerable funding was set aside to provide targeted programmes to cover our needs - valuing the "whole wellbeing of the child" approach and whanau engagement. With the ever increasing social needs of our families, numbers of students in these categories have escalated over the past few years.

All programmes were continually evaluated to ensure outcomes were successfully reached. All specialists employed by our school continued to assist students and staff to a high degree.

This specialist support has been fully utilised and have resulted in our students becoming more engaged in their learning environment. Involvement in the Rheumatic Fever Programme (in school) has been an excellent add on to continued good health monitoring for our students.

We have completed another year of the Arrowsmith Neuroscience Programme with twenty students. Our specially trained teachers have implemented this very intense programme and results have been extremely significant for every student in this programme.

Kiwi Can continues to build our students resilience, while Kids Can support the social needs of our students

Resources and Environment

Many programmes and equipment have been provided to enable the "wrap around" education systems we have in place.

Many improvements in buildings and grounds have been completed. Refurbishments and additions. Maintenance of grounds and buildings has been ongoing. We are now on our new 5YA plan and the 10YPP has been accepted and signed off.

General

The school is managed and lead very capably by our Principal and her Senior Managers and we feel very confident in their professional guidance and willingness to share their learnings and knowledge which benefits the Board greatly.

We are also heartened by the fact that we have been host to a number of national and international groups and dignitaries this year. There has always been huge interest in the successful operations of our school and the uniqueness of our philosophies of nurturing first languages, bilingual learning and the extensive wrap-around services we offer our students and whanau.

Our Board of Trustees elections gained two and all have worked together very capably. We have been blessed with high quality members who have supported each other and the school well. Thank you to them all again for their support and willing involvement.

The Board, Principal and staff continue to serve the school with enthusiasm and commitment. We remain open to possibilities of improving practice, but are proud of the job achieved thus far.

With impending Government elections, who knows what the future holds for the education system.

Name:

Shirley Maiki
Please print clearly

Signed by:

Position:

Shirley Maiki
Principal

Date:

14/2/20

Name:

Jylene Ball
Please print clearly

Signed by:

Position:

Jylene Ball
Chairperson

Date:

17/2/2020

Finlayson Park School - Analysis of Variance for Reading, 2019

Background:

Targets are set in relation to achievement data from the end of 2018. All targets are set with students who have been at Finlayson Park School for one year or more at the end of 2019 (i.e Data collected in November 2019). Targets related to the expected curriculum level achievement which is relevant to the year level cohort of the student (refer to Finlayson Park School Curriculum Documents).

This analysis does not include Te Huringa Years 1-6, O le Taidala Years 1 – 4 or our ORS students. Note: Students in both Te Huringa and O le Taidala are learning through Maori and Samoan.

Reading:

Students	Target	Performance	Year End Status
All Students: (Total - 694 Cohort Data)	At year levels: 75% of students in years 1-3 will be working at or above by the end of year.	<ul style="list-style-type: none"> 83% (578 students) at or above 	Targets met
Maori Students: (Total - 337 whole school data)	80% of students in years 4-8 will be working at or above by the end of year.	<ul style="list-style-type: none"> 63% Yrs 1-3 (82 students) at or above 73% Yrs 4-8 (52 students) at or above 	Targets not met
Pasifika Students: (Total - 406 whole school data)		<ul style="list-style-type: none"> 85% (346 students) at or above 	Target met

Analysis of Variance:

Year 1-3 Maori students need more specific attention to phonics. Teachers did target some students at this level however inconsistent attendance did not enable teachers to complete the overall programme. However the Years 4-8 Maori students need continued development in comprehension and reading strategies.

Teachers will continue to develop their knowledge in running an effective literacy practice.

In 2020 more teacher aide hours have been allocated to each class to work with teachers to support at risk students.

Analysis of Variance Reporting: Writing

School Name:		Finlayson Park School	School Number: 1275
Strategic Aim:	All students will progress according to their ability and high quality teaching programmes will provide opportunities for increased achievement.		
Annual Aim:	To increase the number of students achieving at or above expected levels with the support of high quality writing programmes to improve student achievement.		
Target:	<ul style="list-style-type: none">• All students will make progress.• 80% students in Years 1 to 6 will be working at and above by the end of year.• 75% of students in Year 7 and 8 will be working at or above by the end of year.		
Baseline Data:	<p>Analysis of school-wide writing data in November 2019, identified the following:</p> <ul style="list-style-type: none">• Years 3, 5 and 7 are working below the expected level of the curriculum.• Years 1, 2, 4, and 6 exceeded the EOY target of 80% at and above.• Year 8 has also exceeded the EOY target of 75% at and above.		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>The aim is to move as many students working below the writing curriculum to at and above.</p> <p>Achievement targets have been set for all year levels, based on end of year data collected in 2019.</p> <p>Team leaders analyse EOY team data and have identified targeted learners working below the level of curriculum.</p> <p>At the beginning of 2019, students set learning goals. Instructional interventions are put in place for targeted learners. Teachers identify what specific learning is needed to reach achievement targets.</p> <p>Team leaders monitor regularly the progress of all students in particular those identified as targeted learners at team meetings.</p> <p>Teachers will also track and monitor the progress of all students. All class data is collected in the form of an E data book.</p> <p>Writing groups are formed. 5 – 6 students (needs based) are seen 3 - 4 times a week, to deliver 25 minute writing sessions assisted by writing experts (teachers), support staff and writing leader.</p> <p>Writing moderation is administered termly by all teams to ensure reliability and validity of information collated.</p> <p>At the end of the year, data is collected and analysed by the Writing leader to decide on the direction for 2020.</p>	<p>Years 1, 2, 4 and 6 have met the school writing target of 80% at the end of 2019.</p> <p>Year 8 has also met school writing target of 75% at the end of 2019.</p> <p>Although Year 3, 5 and 7 show the lowest gains made by students, there has still been a significant improvement in these year levels, throughout the year.</p> <p>Year 5 (118 students) Beg Data: 22 (26%) at and above End Data: 84 (71%) at and above</p> <p>Year 7 (93 students) Beg Data: 17 (18%) End Data: 60 (65%)</p> <p>Overall 84% of student's school wide is working at and above.</p>	<p>Team leaders and teachers use EOY data to identify targeted learners.</p> <p>High expectations are established from the start. Students set learning goals and teachers identify what specific learning is needed to ensure end of year targets are met?</p> <p>Teachers track and monitor student progress ensuring that the writing programmes and skills taught address the needs of the targeted learners.</p> <p>Teachers are using the school Literacy tool box and the FPS writing indicators as a point of reference to support writing practice.</p> <p>Writing professional development throughout the year continues to improve teacher knowledge and planning for learning.</p>	<p>Raising the achievement level for all boys and in particular the Year 6 Maori boys will be a priority for the school.</p> <p>Teachers will use end of year data to identify targeted learners working below the level of the curriculum.</p> <p>Continue to set student learning goals at the beginning of 2020 and put in place interventions to support learning needs of all targeted learners.</p> <p>Writing leader and writing experts will be timetabled in class for writing support in particular those students in Year 6 and 8 target groups.</p> <p>Writing leader will form an all-boys writing group for the Years 6 Maori boys across the school.</p> <p>Ensure that there is sufficient writing support for all teachers especially those in Years 4, 6 and 8 so that EOY targets are met.</p> <p>Team leaders will continue to track and monitor the progress of the targeted learners they have identified in their teams.</p> <p>Team leaders will continue to lead moderation process using school based exemplars found in the schools literacy tool kit.</p>

Planning for next year:

Writing targets for 2020:

- All students achieving below to be identified in target groups.
- 70% Maori boys in Year 6 will be working at and above by the end of the year.
- 75% of students in Years 4, 6 and 8 will be working at or above by the end of the year.

All teachers will continue to identify students at the beginning of 2020 working below the writing level of the curriculum.

Teachers and students will continue to set learning goals (what specific learning does the student need to do to reach end of year target?).

Writing professional development is ongoing for all staff. PCT's also receive professional development through our schools PCT mentoring programme. Writing leader and Team leaders will continue to analyse middle and end of year data to inform progress and forward planning.

Analysis of Variance Reporting

School Name:	Finlayson Park School	School Number	1275
Focus	Mathematics		

Strategic Aim:	All students will progress according to their ability and with high quality teaching programmes to make increased achievement		
Annual Aim:	To increase the number of students achieving <i>at or above</i> the expected level.		
Target:	80% of students in all classrooms will achieve <i>at or above</i> the expected level by the end of the year.		
Baseline Data:	<p>Analysis of whole school Maths data in November (2019) reveals some concerns at Year Level 5. The achievement data shows 78% of Year 5s achieving At & Above which means they also performed exceptionally well. We are also closely monitoring Year 3s and Year 7s progress the school. The target was met at this Level; 81% and 82% respectively. The main reason for monitoring these levels is that children spend two years at the same level in order to achieve, for example Year 3 and 4 would be achieving at Level 2, Year 5 and 6 would be achieving at Level 3, and Level 4 for Year 7 and 8.</p> <p>Tracking further down to find 2% deficit in the performance of Year 5s reveals that 76% of Maori students achieved their target while Year 5 Pasifika children achieved 79% target. Maori boys' achievement was 84% and Maori girls' achievement was 67%. Likewise Pasifika Girls achievement was 85% and Pasifika Boys achievement was 72%.</p>		

Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?																
<div>1. Discussed the data with senior leaders.</div> <div>2. Classroom teachers and Team Leaders provided feedback on how maths teaching and learning is on-going in their classroom.</div> <div>3. Student/Parent voice was used to determine goals for children.</div> <div>4. Developing Mathematical Inquiry Community (DMIC) provided 4 PLD sessions at our school for 1st and 2nd Year DMIC teachers</div> <div>5. DMIC mentors provided 5 in-class-support by co-teaching with teachers who were 1st and 2nd year of DMIC teaching.</div> <div>6. Maths leader did co-teaching with Teachers who were new to teach maths using Community of Inquiry (DMIC).</div> <div>7. Each classroom teacher had a target group to work with in order to achieve 80% achievement in their class by the end of the year.</div> <div>8. Organised one PD within the school for Juniors, middle, and seniors to show case 'Best Practice' where teachers could see and compare their practice in teaching mathematics.</div>	<div>Annual outcome: The target was 80% of students in all classrooms will achieve at or above the expected level by the end of the year.</div> <div>Details of outcome that we achieved from cohort data:</div> <table><tr><th>Year Level</th><th>% achieved</th></tr><tr><td>Year 1</td><td>100%</td></tr><tr><td>Year 2</td><td>100%</td></tr><tr><td>Year 3</td><td>83%</td></tr><tr><td>Year 4</td><td>93%</td></tr><tr><td>Year 6</td><td>93%</td></tr><tr><td>Year 7</td><td>82%</td></tr><tr><td>Year 8</td><td>85%</td></tr></table> <div>Only Year 5s missed by 2%. Overall showing a great achievement.</div>	Year Level	% achieved	Year 1	100%	Year 2	100%	Year 3	83%	Year 4	93%	Year 6	93%	Year 7	82%	Year 8	85%	<div>The reason for Year Levels 5 not meeting their 80% target is that students spend two years at the same Level to achieve. They will have another year (in Year 6) to work at this level.</div>	<div><ul style="list-style-type: none">• Based on the outcomes we will continue to use all the strategies that worked well.• Continue to work with parents and students by attending 3-way-conference to set goals and how to achieve them.• Teachers will continue to monitor students regularly and set specific tasks to enhance their learning.• Teachers will have an action plan for the children not achieving at their levels.Impact on on-going practice: Continue to receive support from DMIC in terms of Professional Learning Development and support in classroom teaching. Students will be learning their basic facts at all levels.</div>
Year Level	% achieved																		
Year 1	100%																		
Year 2	100%																		
Year 3	83%																		
Year 4	93%																		
Year 6	93%																		
Year 7	82%																		
Year 8	85%																		

Planning for next year:

Planning for next year:

- Continue to receive support from DMIC for in-class-support and PLD.
- Continue to have target groups in each classroom with an action plan.
- Team Leaders will monitor progress in their meetings.
- All classroom teachers will continue enhance students learning using community of inquiry.
- Maintenance of basic facts at all Levels.
- More support for Year 5s and Year 7s in order to adjust at Levels 3 and 4 respectively.

Analysis of Variance Reporting: Samoan Writing

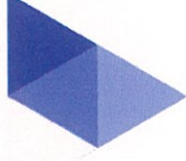
School Name:		Finlayson Park School	School Number: 1275
Strategic Aim:	All students are able to access the New Zealand Curriculum as evidenced by achievement.		
Annual Aim:	To increase the number of students achieving at or <i>above</i> for Samoan Writing.		
Target:	At all levels to move 80% of students who are working below expectations to At or Above		
Baseline Data:	<p>Analysis of the Samoan Writing Data in November 2019, identified-</p> <ul style="list-style-type: none"> - Begin Data 78% 140 students working below expectation. - End Data 22% 39 students working below expectation. <p>Data analysis indicated that 101 students (72%) working below have now progressed to AT in their expected levels.</p> <p>Overall, although Years 3, 5,6,7,8 did not achieve EOY targets all levels have made steady gains throughout the year.</p> <p>Years 1, 2 & 4 students have exceeded the EOY targets of 85%.</p>		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Data analysis of 2018, pre and post assessment, informed teacher's action plan for their target students.</p> <p>Regular discussions on students who are needing priority support with oral language and the importance of teacher modelling.</p> <p>Teachers used a variety of resources for motivation, such as picture books, role-plays, field trips, video clips, newspaper, etc. to enthuse and prepare students to write with a purpose.</p> <p>Teachers attended staff PLD modules on writing at different year levels.</p> <p>At team meetings a focus on writing moderation. English writing exemplars are used to support the Samoan writing exemplars and to assist the teachers with the levelling of the students' writing and/or where to next.</p> <p>Writing Target groups have been closely monitored and tracked on class e' data books by the classroom teachers and team leaders.</p>	<p>The analysis of the end of the year data has captured the following:</p> <p>Years 1, 2 and 4 – have exceeded the target of 85%</p> <p>Year 3- Achieved 72%, 13% short of 85% target</p> <p>Year 6- Achieved 70%, 5% short of 75% target</p> <p>Year 7- Achieved 58%, 27% short of 85% target</p> <p>Year 8- Achieved 60%, 10% short of 70% target</p> <p>Overall 78% of all the students are working At and Above their expected levels.</p>	<p>The Year 1 and 2 levels have been immersed in speaking Samoan only.</p> <p>Starting with lotu in the morning, singing songs and reciting poems have strengthened most of the children to speak Samoan.</p> <p>Play-based learning and the implementation of authentic activities helped develop the richness of vocabulary for oral and written language.</p> <p>The transition to Year 4 level: a great continuation of best practice. Consolidating the teaching of specific skills to progress to the next level.</p> <p>Students are active in their learning and have grown to become confident speakers of the Samoan Language.</p> <p>For Year levels 3,5,6,7 and 8- although targets were not achieved, each year level have made progress towards their expected levels.</p>	<p>Teachers will continue to target students who are just below expectation to accelerate their learning.</p> <p>Implement new ideas and methodologies gained from PLD modules.</p> <p>Use CRT time to observe other teachers with good/best practice on writing, across the school.</p> <p>Utilise the Samoan curriculum tool folder to support teacher content knowledge.</p> <p>Team leaders to work alongside the NZ born teachers to support them with writing.</p> <p>Teachers will collect pre and post samples of writing for their target groups to moderate and compare results at the end of each term.</p>

Planning for next year: 2020

- In Years 1- 6, 75% will achieve At or Above their expected levels by the end of the year.
- In Years 7 & 8, 70% will achieve At or Above their expected levels by the end of the year.
- Team leaders to provide ongoing professional development to support teacher practice in the delivery of the Samoan Writing.

Analysis of Variance Reporting



School Name:	Finlayson Park School: Tongan Bilingual Sia Mo'ui	School Number:	1275																																																																																																		
Strategic Aim:	Students of Sia Mo 'ui will develop their ability, skills and experience to use the Tongan Language appropriately and reasonably accurately to communicate meaningful messages according to the indicators of their reading, speaking and writing levels and classification.																																																																																																				
Annual Aim:	Sia Mo 'ui aims to prepare all students to speak, read and write fluently in Tongan and English.																																																																																																				
Target:	<ul style="list-style-type: none">Develop Tongan 5.1 assessments for new entrants 2019 and begin to use it as soon as this assessment has been finalised. (Achieved)Use newly developed Tongan Reading PM Benchmark assessment test to show the progress of students over the year. (See below)																																																																																																				
Baseline Data:	<table><tr><th rowspan="2">LEVELS</th><th colspan="2">Working Towards</th><th colspan="2">At</th><th colspan="2">Above</th><th colspan="2">Totals</th></tr><tr><th>BEG</th><th>END</th><th>BEG</th><th>END</th><th>BEG</th><th>END</th><th>BEG</th><th>END</th></tr><tr><td>Y1</td><td>9</td><td>0</td><td>0</td><td>8</td><td>0</td><td>1</td><td>9</td><td>9</td></tr><tr><td>Y2</td><td>11</td><td>7</td><td>0</td><td>1</td><td>3</td><td>6</td><td>14</td><td>14</td></tr><tr><td>Y3</td><td>9</td><td>5</td><td>0</td><td>3</td><td>0</td><td>1</td><td>9</td><td>9</td></tr><tr><td>Y4</td><td>14</td><td>4</td><td>0</td><td>3</td><td>0</td><td>7</td><td>14</td><td>14</td></tr><tr><td>Y5</td><td>11</td><td>7</td><td>0</td><td>1</td><td>0</td><td>3</td><td>11</td><td>11</td></tr><tr><td>Y6</td><td>10</td><td>5</td><td>0</td><td>3</td><td>0</td><td>2</td><td>10</td><td>10</td></tr><tr><td>Y7</td><td>8</td><td>3</td><td>0</td><td>4</td><td>1</td><td>2</td><td>9</td><td>9</td></tr><tr><td>Y8</td><td>4</td><td>1</td><td>4</td><td>0</td><td>1</td><td>8</td><td>9</td><td>9</td></tr><tr><td>Totals</td><td>76</td><td>32</td><td>4</td><td>23</td><td>5</td><td>30</td><td>85</td><td>85</td></tr></table> <p>Tongan Reading Indicators showing progress. SM team have started to use the Tongan Reading Indicators to moderate the students' Tongan reading language. We can now see the students' progress in the etap.</p>			LEVELS	Working Towards		At		Above		Totals		BEG	END	BEG	END	BEG	END	BEG	END	Y1	9	0	0	8	0	1	9	9	Y2	11	7	0	1	3	6	14	14	Y3	9	5	0	3	0	1	9	9	Y4	14	4	0	3	0	7	14	14	Y5	11	7	0	1	0	3	11	11	Y6	10	5	0	3	0	2	10	10	Y7	8	3	0	4	1	2	9	9	Y8	4	1	4	0	1	8	9	9	Totals	76	32	4	23	5	30	85	85
LEVELS	Working Towards		At		Above		Totals																																																																																														
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Y3	9	5	0	3	0	1	9	9																																																																																													
Y4	14	4	0	3	0	7	14	14																																																																																													
Y5	11	7	0	1	0	3	11	11																																																																																													
Y6	10	5	0	3	0	2	10	10																																																																																													
Y7	8	3	0	4	1	2	9	9																																																																																													
Y8	4	1	4	0	1	8	9	9																																																																																													
Totals	76	32	4	23	5	30	85	85																																																																																													

62.4% (53/85) students were achieving 'At' and 'Above' Working towards at the end of 2019 is 32 students.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>We differentiated our teaching based on student need and groupings.</p> <p>We taught students to know where they were achieving and what steps they needed to take to improve</p> <p>We celebrated reading through whanau hui and performing the Kava ceremony in the Tongan Language Week.</p> <p>We recorded examples of good reading and upload to students' own e portfolio.</p> <p>Having a support staff and parent helpers in the classroom of a 0.5 and year 1 groups of students in Room SM1</p> <ul style="list-style-type: none"> Focus on reading material of particular interest to students in the Tongan language. Implement a purposeful reading group to target those at risk of failing to meet the standard. Regular accountability at team and staff meetings for sharing updates on targeted children Teachers videoing themselves and reflect on it for where to next with their teaching. Transferring of skills from English to Tongan language. 	<ul style="list-style-type: none"> Use of teaching and learning checklists to identify specific learning needs We ensured that we selected books on topics which were of interest to students and students were given the opportunity to self-select books of interest. Focused teaching points on area of need Group children according to learning needs Teachers identified target children on their weekly reading planning and strategies they intended to use to accelerate the progress of these children Regular timeslots at team meetings to discuss what we were doing to accelerate the progress of target children, <p>Of the 32 students who are reading below Tongan language assessment tool in 2019: 9 (28.1%) Nine Tongan students with non-speaking in Tongan language but can understand what was being said. 16 (50%) students made accelerated progress (2-year gain) but still below. 7 (21.8%) students made a 2-year gain remain well below the Tongan Reading Assessments.</p>	<ul style="list-style-type: none"> These provide the children with specific feedback on what they are achieving at each level and their next learning steps. Students enjoy reading as it is of greater interest to them to read about their own interests. Understanding of reading increases due to read fluently and reading in chunks to make sense. Books selected provided greater interest for students Learning needs are constantly changing and the children's current reading is often a more accurate indicator of children's learning needs in reading Teachers focused on accelerating the achievement of these students Teachers regularly focusing on their target children and the strategies they were using to accelerate their progress Opportunities for teachers to share what strategies were working for them and to offer suggestions to assist others Support staff helping to uplift students reading 	<ul style="list-style-type: none"> Ensure all teachers are regularly updating and sharing teaching and learning checklists with their students Continue to find books of topics of interest and to provide students with the opportunity to self-select books. Continue with this next year Helpful to some teachers. Continue trialling this particularly with collaboration between classes Monitoring target children across each year group. Analyse results. Planning format to continue to identify target students and actions to be taken. Monitoring target children across each year group. Teachers continue to self-videoing themselves or for where to next with their teaching. Staff also involved in observations to develop professional practice. Students to buddy up videoing each other reading and comments on each other readings: positives and negatives and what to do next.
Planning for next year:			
Planning For Next Year (2020): <ul style="list-style-type: none"> Use 6 year net tool (Tongan) Reading (Tongan) across all levels: 75% 'At' and 'Above' 			



Analysis of Variance Reporting

Te Roopu Reo Rua 2019

School Name:	Finlayson Park School, Manurewa, Auckland	Strategic Aim:	To ensure students in Te Roopu Reo Rua make positive progress in Te Reo-a-waha proficiency
School Number:	1275	Annual Aim:	Students' progress in Te Reo-a-waha will be measured through pre, mid and post-tests. All levels to be assessed with 'Kia Tere Tonu' Te Reo-a-waha assessment tool.

Key Target Goals 2019	<ul style="list-style-type: none"> Kaiako will promote daily use of Te Reo Maori through effective Te Reo-a-waha programs. All akonga in Te Roopu Reorua will make progress in Te Reo-a-waha 	Baseline Data:	<p>The Te Reo Oral language tool used to collect data was 'Kia Tere Tonu'. Findings showed Years 1-3 were working below the Oral language expectations at Level of Te Marautanga o Aotearoa.</p> <p>Years 4-5 data showed achievement of He Pipi - Level 1 and progress towards He Kaha- Level 1 of Te Marautanga o Aotearoa.</p> <p>Year 7 & 8 data identified 80% had achieved He Kaha Ake - Level 1 Oral Language expectations in Te Marautanga o Aotearoa.</p>
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Actions Taken - <i>What did we do?</i>	Outcomes - <i>What happened?</i>
<ul style="list-style-type: none"> • A Mid-Year language assessment was added to Pre & Post testing for 2019. This mid-year check point was assist kaiako to track student progress closer and use data for moderation • The introduction of a Level 2 language assessment tool 'Te Takapiringa' was administered to Year 7 & 8 students • Kaiako undertook PLD in 2019 learning new and effective Language transfer strategies • Kaiako presented Te Reo-a-waha lessons at team meetings • Kaiako facilitated Te Reo-a-waha language lessons with teachers across the school 	<p>The 2019 end of Year Te Reo Oral language data identified;</p> <ul style="list-style-type: none"> • All Year levels have made positive Te Reo-a-waha progress at Level 1 of Te Marautanga o Aotearoa • 70% Te Reo-a-waha Target for Years 1-6 to achieve AT and Above by the end of 2019 has been achieved • The 80% Te Reo-a-waha Target for Years 7&8 to achieve AT and Above by the end of 2019 has been achieved
Reasons for the variance <i>Why did it happen?</i>	Evaluation - <i>Where to next?</i>
<ul style="list-style-type: none"> • Two workshops to increase in kaiako understanding of scoring students oral language levels in alignment to Te Marautanga o Aotearoa were held to provide shared understanding of accurate administering of tests and consistency in scoring across the team. • Regular Te Reo-a-waha activities in team hui demonstrated fun and inspiring language experiences kaiako could apply in class. • The Te Reo Oral Language PLD 'Mauri Tu, Mauri Ora' with Auckland University developed kaiako knowledge to apply bi-lingual language transfer strategies to raise akonga confidence and competence to speak Te Reo. • Two external Maori programs promoting Toiora Maori in Te Reo were launched to Years 4 – 8 akonga introducing akonga to Te Reo Maori language experts within the community • Poor attendance and variable start dates in Years 1-3 and non-Maori speakers in the home has been identified as major contributors with akonga achieving below. 	<ul style="list-style-type: none"> • 70% of Year 1 – 3 students will achieve Level 1 Te Reo-a-waha expectations in Te Marautanga o Aotearoa at the end of 2020 • 80% of Year 4-6 akonga will achieve Level 1 Te Reo-a-waha expectations in Te Marautanga o Aotearoa Mid-Year 2020 • Year 4-6 akonga to be assessed at Level 2 with 'Takapiringa' at the end of 2020 • 70% of Year 7 & 8 akonga to achieve Level 2 Te Reo-a-waha expectations in Te Marautanga o Aotearoa by Mid-Year 2020 • Year 7 & 8 akonga to be assessed at Level 3 with 'Korerotia' at the end of 2020



Analysis of Variance Reporting



School Name:		Finlayson Park School	School Number: 1275
Strategic Aim:	Mā te kouniga o ngā hōtaka Tuhituhi, ka whakapiki ake ngā ākonga katoa o Te Huringa kia tutuki pai i a rātou whāinga paetae mo te Tuhituhi.		
Annual Aim:	Ā te mutunga o te tau, ka whakapiki te maha o ngā ākonga 1-8, mai i te Manawa aki, raro iho, ki te Manawa ora/toa.		
Target:	<p>*Te Reo Matatini ā Tuhituhi: Ka neke atu kia 80% o ngā tau 1-4 e noho raro iho i te taumata Manawa ora, hei piki ake ki te Manawa ora/toa (Kāore anō kia tutuki - Achieved)</p> <p>*Te Reo Matatini ā Tuhituhi: Ka neke atu kia 75% o ngā tau 5-8 e noho raro iho i te taumata Manawa ora, hei piki ake ki te Manawa ora/toa. (Kua tutuki - Achieved)</p> <p>*Te Reo Matatini ā Waha: Ka neke atu 75% o rātou mā e noho raro iho i te taumata Manawa ora, hei piki ake ki te Manawa ora/toa (Kua tutuki - Achieved).</p>		
Baseline Data:	<p>*Tau 1-4: Ka whakaatūria ngā kohinga raraunga mō te Tuhituhi i te tutuki pai o te nuinga o ngā ākonga i te taumata tika mo tana tau. Heio anō he āwangawanga tonu. 36% o ngā tau tuawhā kāore anō kia tutuki pai. (Nā reira kāore i tutuki i tēnei whāinga)</p>		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>1. Kua tāutu tokowhā ākonga tau whā, kāore i te tutuki i te whāinga nā te mea he tamariki haua, uaua hoki te aro ki ngā akoranga – 4 students identified as special needs and having learning behaviour issues.</p> <p>2. Ka whakamahi i te Manu Tuhituhi – Using Manu Tuhituhi Writing Tool</p> <p>3. Ka whakamahi hoki i ētahi o ngā rautaki tā Sheena Cameron</p> <p>4. Ka huihahi te whānau hei mahi i ngā aratohu tuhituhi – moderating different levels of Tuhituhi pieces, during syndicate hui</p> <p>5. Ka mahi i ngā rautaki kua tōhaina e te mātanga tuhituhi mai i te Whare Wānanga o Tamaki Makaurau – implementing strategies from our PLD facilitator, and share these with other Kaiako in the team.</p> <p>6. Ka arotahi atu ki ngā hiahia o ngā ākonga. He pai te tuhituhi e pā ana ngā whāinga whaiaro, ngā horopaki, ngā kaupapa, pai ki a rātou – Students voice / choice in what they want to write about</p>	<p>Te Reo Matatini – ā – Waha: Kua Tutuki pai ngā ākonga katoa</p> <p>Te Reo Matatini – Tuhituhi: Kua Tutuki/Kāore anō pai</p> <p>Tau 1: 100% – T Tau 2: 100% – T Tau 3: 100% – T Tau 4: 64% – K Tau 5: 100% – T Tau 6: 100% – T Tau 7: 100% – T Tau 8: 100% – T</p> <p>Whāinga whānui: <i>*I ā ia e tuhi ana he mīharo, he harikoa i tana ake tuhinga, ahakoa he roa te tukanga tuhituhi – They are happy at the end result of their piece of writing even though the process can quite often be long</i></p> <p><i>*Mā rātou te tikanga – Allowing them their own topic, 5 choice... eg: Most boys wrote about fortnight, Whutuporo... Girls Netiporo</i></p> <p><i>*He piki ake te Kaiako – Kaiako are more confident/competent in</i></p>	<p>Ko ngā Tau 4 kāore i te tutuki pai i te whāinga mō te Tuhituhi, he tamaiti haua... – These ākonga are Special Needs and some are low learning behavioural students.</p>	<p>Haere tonu te Manu Tuhituhi – Continue using our Manu Tuhituhi – Writing Tool</p> <p>Haere tonu te mahi aratohu – Continue moderating different levels of Tuhituhi pieces, during syndicate hui</p> <p>Continue implementing strategies from our PLD facilitator, and share these with other Kaiako in the team.</p> <p>Haere tonu te whakatakotoranga o te reo Tuhituhi – Sentence structure will be enhanced...</p>

Te Reo ā-Waha

1. Kōrero ā rūpuiti - Buzz groups
Kōrero e pā ana ngā rāwhakatā
he pukapuka, kiriata, tangata
pai ki a ia / tana tino hoa,
māmā, pāpā, he whēako
whaiaro, he tāonga...

utilising He Manu Tuhi and some like
to use Sheena Cameron's rauemi.

*Aratohu Tuhiuhi - Kaiako are more
familiar with this process and give
more constructive feedback/
forward...

2. Ngā patapātai hei whai mārama

Te Pakirehua - Inquiry Learning

Planning for next year:

Our Targeted Group for 2020 will be our Year 5's in Tuhiuhi...

Ngā Āhuatanga Tuhiuhi - Conventions of Print: He tīmata pai mō ngā Pīpī - Ka Oho...

- *Te Weteoro - Phonological Awareness
- *Te Mahi-ā-ringā - Fine Motor Skills
- *Explicit and robust writing programmes
- *More choice in Kaupapa/Topics to write about
- *Utilising feedback/forward from moderations
- *Te Tātaki Kupu - Spelling

- *Te Puna Kupu - Vocabulary
- *More vocabulary rich classrooms
- *Patapatai - Questioning / Inquiry
- *Continued use of our Writing tools
- *Tuhi Māhorahora - Daily creative writing

- *Te Whakatakoto Tuhinga - Print Protocols
- *More sentence structured lessons
- *Kaiāwhina to be utilised with good programme
- *Keep writing exciting/miharo...
- *Te Arapū - Alphabet Recognition

Whakaritea he hui, whakataetae Pīpī Manu Kōrero mā mātou ko Te Whīreia o Ngā Huapapa Māori - Facilitate a Pīpī Manu Kōrero from Tau 1-3 and invite our Reo Rua Whānau to join in.



FINLAYSON PARK SCHOOL

"Blessed with Bilingual Brains"

Kiwi Sport Report 2019

85 John Walker Drive,
MANUREWA,
Mānukau City 2102, N.Z.

Telephone: 0-9-266 5558
Facsimile: 0-9-267 3332


Funding: \$14,429.00 (Gst exclusive)

Use of Funding:

- Purchase of extra sports equipment for School Sports and Physical Education programmes.
- Transport to Interschool Sports.
- Interschool (MPSSA/CPSSA) resources.
- Sports Coaches / Dance Specialists assistance
- Triathlon Training: Time 2 Train

All senior pupils (Year 5-8) benefitted from these programmes.

Total Funding Used: \$15,743.50(Gst exclusive)


S.J. Maihi QSM
Principal