

# ***Finlayson Park School***



## **Analysis of Variance 2018**



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## **ANALYSIS OF VARIANCE**

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**FINLAYSON PARK SCHOOL  
CHAIRPERSON'S ANNUAL REPORT 2018**

**Evaluative Report of School Aims & Objectives**

I wish to acknowledge the committed and enthusiastic teaching staff of our school and their involvement in all extra-curricular activities which have enhanced our school's community and the broader learning opportunities for our students. Thank you to our supporters and involved Board members and to all the support staff also who assist with making our school a trail blazer for the many "wrap round" programmes that have been undertaken. From a whole Board's perspective, we consider ourselves extremely fortunate to be guided by a visionary Principal who takes a holistic view of the 'schooling community'.

We have always promoted balanced learning programmes for our students. Staff have used the NZ Curriculum, Finlayson Park School Curriculum, Te Marautanga o Aotearoa and specifically compiled schemes for each Language Unit to ensure this happens. Our school's underlying principles are based on those in the NZ Curriculum. The School's values are those perceived to be most important by our school community which were as a result of in-depth consultation.

**Our school's 4 C's encompass these values:**

- Common Sense
- Consideration
- Cooperation
- Courtesy

**Student Achievement**

Research shows that it takes 3-4 years of teaching in English for our multicultural second language learners to show the achievement levels of English speaking first language students (with Early Childhood experience). This is true to the trends for achievement in our school.

**Special Needs**

The wide variety of special needs students in our school are very well catered for. All are on specialist programmes e.g. RTLB, ORRS, RT Literacy, RT Deaf, Language Therapist, Physiotherapist, withdrawal groups, SWIS and Counsellor programmes and ESOL support. Achievement levels of these students have all shown progress at their own rate. Much funding was set aside to provide targeted programmes to cover our needs - valuing the "whole wellbeing of the child" approach and whanau engagement. Numbers of students in these categories have escalated over 2018.

**Personnel**

We have continued to employ high quality staff and staff turnover remains low. This is an indication of what may be considered a 'happy and supportive' work environment.

The Principal, Senior Management team and Board members are all like-minded and promote the importance and benefits of professional development. Whole-school needs-based professional development is undertaken to strengthen Teacher knowledge. It was pleasing to see staff take on all professional development with enthusiasm and implement new learning within their classroom environment.

Professional development funding was used to strengthen teaching skills as well as leadership skills. Board members also accessed funding for their specific needs development.

**Finance**

The annual budget is monitored closely by the Principal and Treasurer and all Board Members receive 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.

## **School Self Review**

This year our Board members and Senior Managers have continued to review our achievement levels and inform our community regularly. We have reviewed policies and financial support to ensure our school continues to be supported in the right areas. With five different language learning pathways it is essential that our self-reviewing is regular to ensure all levels of support are available to staff to maximise learning. This year we have employed Scholl Docs to manage our policies. It has been a huge commitment by Senior Management to get updated policies online.

## **Multi-Cultural needs of Students**

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. Continuing staff development was undertaken in the use of Maori, Tongan and Samoan Assessment tools and language transition.

Te Reo Maori classes are available for staff and community on a weekly basis.

3 Teachers began their first year of TESSOL study. This brings the total Teachers trained or in training to 28.

## **Parent Participation**

Our Health Promoting School & Home / School Partnership programmes have continued to strengthen relations with home / school and students. Parents have been involved in a variety of activities:

- School trips and camps
- Health Education consultation
- Curriculum based knowledge hui
- Team hui on a wide variety of learning / information topics
- Team open mornings / Assemblies

We have continued to offer free Adult Learning programmes with funding from a variety of funding agencies. The results being more support & assistance for the children's learning at home.

## **Specialist Programmes**

All programmes planned for 2017/18 were continually evaluated to ensure outcomes were successfully reached. All specialists employed by our school continued to assist students / staff to a high degree. Regular written reports to our Board of Trustees have kept us all well informed on the progress and outcomes of these.

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

## **Environment**

Many improvements in buildings and grounds have been completed. Refurbishments and additions. Maintenance of grounds and buildings has been ongoing.

## 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 dignitaries again 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 and bilingual learning. Also for the extensive wrap-around services we offer our students and whanau.

Our Board of Trustees have worked together very capably. We have been blessed with high quality members who have supported each other and the school well. This was particularly evident in the running of the Regionals Kapa Haka competition in our school over 2 days. 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.

**Signed:**

**Jaylene Ball**

**Date:**

11 Feb 2019

**Chairperson Finlayson Park School Board of Trustees**

**Shirley Maihi**  
**Principal**

**Date:**

11/2/19.



# Analysis of Variance Reporting



<b>School Name:</b>	<b>Finlayson Park School</b>	<b>School Number</b> 1275
<b>Focus</b>	<b>Mathematics</b>	

<b>Strategic Aim:</b>	All students will progress according to their ability and with high quality teaching programmes to make increased achievement	
<b>Annual Aim:</b>	To increase the number of students achieving <i>at or above</i> the expected level.	
<b>Target:</b>	80% of students in all classrooms will achieve <i>at or above</i> the expected level by the end of the year.	
<b>Baseline Data:</b>	<p>Analysis of whole school Maths data in November (2018) reveals some concerns at Year Levels 3, 5, and 7. The achievement data showed Year 3s achieving 71%, Year 5s achieving 63%, and Year 7s achieving 56%.</p> <p>Similar trend was shown by Pasifika students where Year 3s achievement was 69%, Year 5s was 48% and Year 7s was 48%. Moreover, Maori students' achievement was 75% for Year 3s, and Year 7s was 61%. The reason for the above Year Level students not meeting 80% target as expected is that they 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>	

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 3 PLD sessions at our school.</div> <div>5. DMIC mentors provided in-class-support by co-teaching with teachers who were 1<sup>st</sup> and 2<sup>nd</sup> 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><b>Annual outcome:</b> 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><b>Details of outcome that we achieved from cohort data:</b><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>92%</td></tr><tr><td>Year 4</td><td>83%</td></tr><tr><td>Year 6</td><td>78%</td></tr><tr><td>Year 8</td><td>82%</td></tr></table></div> <div>Only Year 6s missed by 2%. Overall showing a great achievement.</div>	Year Level	% achieved	Year 1	100%	Year 2	92%	Year 4	83%	Year 6	78%	Year 8	82%	<div>The reason for Year Levels 3, 5, and 7 not meeting their 80% target is that students spend two years at the same Level to achieve. However all students made some progress across the level.</div>	<div><ul style="list-style-type: none"><li>• Based on the outcomes we will continue to use all the strategies that worked well.</li><li>• Continue to work with parents and students by attending 3-way-conference to set goals and how to achieve them.</li><li>• Teachers will continue to monitor students regularly and set specific tasks to enhance their learning.</li></ul></div> <div><b>Impact on on-going practice:</b>  Continue to receive support from DMIC in terms of Professional Learning Development and support in classroom teaching.</div>
Year Level	% achieved														
Year 1	100%														
Year 2	92%														
Year 4	83%														
Year 6	78%														
Year 8	82%														

### 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.
- Continue enhance students learning using community of inquiry.
- Maintenance of basic facts.



## Analysis of variance reporting

School name: Finlayson Park School	School number: 1275
<b>Focus: Reading</b>	
<b>Strategic Aim:</b> All students are able to access <i>The New Zealand Curriculum</i> as evidenced by achievement in relation to curriculum levels.	
<b>Annual Aim:</b> To increase the number of students achieving at or above their expected level for reading	
<b>Target:</b> In years 1-4, 70% of students will achieve at or above the expected level by the end of the year. In years 5-8, 80% of students will achieve at or above the expected level by the end of the year.	
<b>Baseline data:</b> Analysis of school-wide reading data in November identified some concerns at Year 2/3. While the data showed 65% of Y2 and 66% of Y3 students achieving at or above, we must note that we had a gain of 33% from the beginning of the year for Y2 and 16% at Y3. Analysis of assessment results showed a large percentage of the Y2/3 students had irregular attendance and little or no preschool and minimum home support. We also are aware that a large percentage of our young learners are not starting school at 5. In 2018 we had 27 students start school well after they had turned 5 years.	

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>1. Discussed data with senior staff and determined the particular learning needs of target students. Target teaching within teams.</p> <p>2. Monitored the progress of target students through termly collection of reading graphs/ team minutes/mid year snap shot/teacher appraisal discussions.</p> <p>3. Student/ parent voice was used to determine goals at the 3 way conferences.</p> <p>4. Literacy leader was involved in PD for new/ beginning teachers: Running Records</p> <p>5. Whanau Tautoko teacher made regular contact with parents touching base on attendance and assessment results.</p>	<p>The analysis of the end of year data:</p> <p><b>Y2-Begin-32% End- 65%</b></p> <p><b>Y3-Begin 50% End - 66%</b></p> <p>Y2 and Y3 showed positive gains in levels of achievement in reading however the school wide target of 70% was not met.</p>	<p>All students made gains from their starting point. However the Y2/Y3 students didn't make sufficient gains to reach the target. In the junior area of the school where students are learning to read, they need more time to embed strategies to support reading. At FPS Y2/Y3 students are closely monitored and teachers are supported by:</p> <ul style="list-style-type: none"> <li>• Reading Recovery,</li> <li>• Reading Mileage,</li> <li>• Alphabet Knowledge</li> <li>• In-class support by parents.</li> <li>• Whanau Tautoko teacher working closely with families</li> </ul>	<p>1. Individual students were identified, with teachers using the data to include the at risk learners in their appraisal goals. This had a significant impact on the success of individual student achievement levels and needs to be continue next year.</p> <p>2. Most parents take the opportunity to work alongside the teacher and support student learning by attending 3 way conferences- goal setting opportunities. The revised reading programme in the junior classes was able to provide specific learning activities that enhanced progress and achievement.</p> <p>3. Regular monitoring of at risk learners at team meetings will continue across all teams next year.</p>

<p><b>Planning for 2019:</b></p> <ul style="list-style-type: none"> <li>• Continue the Whanau Tautoko Programme .</li> <li>• Continue to include target specific groups into performance appraisal, team meeting discussions, 3 way conferences.</li> <li>• Provide opportunities for teachers to choose modules of learning during staff meeting, to build teacher capability.</li> <li>• Ensure greater engagement of parents in learning programmes.</li> <li>• Continue to engage in the Summer Reading Programme.</li> <li>• Purchase resources to support the junior school</li> <li>• Provide incentives for students to read in the holidays- Holiday Reading Log.</li> <li>• .</li> </ul>			

# Analysis of Variance Reporting: Writing



School Name:	Finlayson Park School	School Number: 1275
<b>Strategic Aim:</b>	All students are able to access <i>The New Zealand Curriculum</i> as evidenced by achievement.	
<b>Annual Aim:</b>	To increase the number of students achieving at or <i>above</i> for Writing.	
<b>Target:</b>	<p>All Year 7 students who were below the expected level in 2018, 75% will work at and above in Year 8 in 2019.</p> <p><b>Target Focus:</b></p> <ul style="list-style-type: none"> <li>- To improve the content of writing which includes surface features at Level 4.</li> <li>- To increase teachers knowledge and skills teaching writing in Years 7 and 8.</li> </ul>	
<b>Baseline Data:</b>	<p>Analysis of school-wide writing data in November 2018, identified that a small group of students are still working below expectation.</p> <p><b>Analysis of the data also indicates:</b></p> <ul style="list-style-type: none"> <li>• Boys' achievement improved from (73%) in 2017 to (78%) in 2018.</li> <li>• Girls' slight drop in achievement from (86%) in 2017 to (84%) in 2018</li> <li>• Maori' achievement has also improved from (74%) in 2017 to (79%) in 2018.</li> </ul>	

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Teachers analysed data from previous year and to identify students working just below expected level.</p> <p>Interventions are put in place for target groups which are monitored regularly by Team leaders and Deputy Principal.</p> <p>Writing leader analysed school wide writing information and tracked the student progress of all teams.</p> <p>Writing moderation is conducted termly by team leader in all teams to ensure reliability and validity of information collated.</p> <p>Professional development and in class coaching and mentoring is ongoing for all staff, especially for the PCT's through the school PCT mentoring programme.</p> <p>Year 7 and 8 all boys writing group was formed in Term 3 and 4 by the Writing leader.</p> <p>Writing groups were formed. 5 – 6 students (needs based) are seen 3 - 4 times a week, 25 minute sessions with the literacy group led by Team leaders and Writing leader.</p>	<p>Years 1, 2, 3, 4, 5, 6 and 8 have met the school writing target of 75% at the end of 2018.</p> <p>Year 7 did not make target: students below – 40 (45%).</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>Effective teacher modelling of what high expectations, what 'good' writing looks like and what writers need to do to achieve it.</p> <p>In class writing support has helped target learning experiences that has met a preferred learning style for all students.</p> <p>Writing professional development continues to improve teacher knowledge and planning for learning.</p>	<p>Teachers hold high expectations for student achievement in writing.</p> <p>Students are independently selecting writing and learning tasks that will engage and motivate innovation.</p> <p>Teachers have developed innovative writing ideas implemented into their writing practices which caters for a range of student writing capability.</p>	<p>The target group for 2019 is the Year 8, Year 7 students from 2018.</p> <p>The teachers will improve the standards (content) of Writing which includes both surface and deep features.</p> <p>Continue to increase the teachers' knowledge and skills for teaching writing through professional development led by the Writing leader.</p>



At the end of the year, data is collected and analysed by the Writing leader to decide on the direction for 2019.

**Planning for next year:**

- Writing targets for 2019: Years 1 – 6 (85%), Year 7 and 8 (75%)
- Writing leader and expert teachers will continue to provide writing professional development across all year levels.
- To timetable in class writing support especially for those students in Years 7 and 8, working below expected level by team leaders and writing leader.
- Writing leader to analyse school wide writing information, tracking the student progress of all teams and provide reports Mid/End.



## Analysis of variance reporting

School Name: Finlayson Park School - Te Huringa	School number: 1275
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(Immersive Maori)

<b>Foci:</b> 1. Te Reo Matatini - Tuhituhi 2. Ākonga - Kaiako - e-Portfolios 3. Innovation across Te Huringa
<b>Strategic Aim:</b> 1. Ākonga in Te Huringa will reach their achievement levels in Tuhituhi 2. Ākonga will showcase their e-Portfolio's and Kaiako will gain confidence in developing their own e-Portfolios 3. Ākonga and Kaiako will develop and maintain a 'Growth Mindset'. Ākonga voice/choice will assist in forward planning.
<b>Annual Aim:</b> 1. 75% of Ākonga working below achievement in year levels, progress to At and/or Above by the end of the year, in all Year levels. 2. All Ākonga e-Portfolios will showcase their learning to share with their whānau. - Kaiako will develop their e-Portfolio for Appraisal purposes. 3. All Ākonga and Kaiako will develop a growth mindset and Student voice will assist in forward planning for next year
<b>Baseline data:</b> 1. 75% of Ākonga working below achievement in year levels, progress to At and/or Above by the end of the year, in all Year levels for Tuhituhi. Analysis of Te Huringa's end of the year Tuhituhi data showed some areas of concern: Year 5 (29%) and are now 100% are At expected level - This has been achieved Year 6 (82%) and are now 77% are At expected level - This has been achieved Year 7 (100%) and are now 43% are At expected level - This has not been achieved Year 8 (45%) and are now 75% are At expected level - This has been achieved 2. *100% of all Te Huringa ākonga have e-Portfolios and have been entering at least 1 item every 2 weeks, with their Kaiako's support and monitoring. *All Kaiako have developed their e-Portfolios and are confidently using this for appraisal purposes - This has been achieved 3. *Mindsets have changed in ways that see better attitudes to learning and more positive behaviours amongst the ākonga Kaiako are listening to student voice and choice, and co-constructing innovative learning programmes to meet these needs - This has been achieved

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>1. <u>Te Reo Matatini - Tuhituhi</u></p> <ul style="list-style-type: none"> <li>*Strategies implemented by UoA PLD provider</li> <li>*Ongoing writing moderations during team meetings</li> <li>*Implementation of our writing tool 'He Manu Tuhituhi'</li> <li>*Regular sharing of strategies activities and ideas amongst the team</li> </ul> <p>2. <u>Ākonga - Kaiako - e-Portfolios</u></p> <ul style="list-style-type: none"> <li>*Ākonga to enter at least one completed article / item into their e-Portfolio every fortnight.</li> <li>*Ākonga to share their e-Portfolio with their whānau and they will share back their thoughts at 3 Way Conferences.</li> <li>*Utilising skills and ideas shared amongst the staff. Therefore sharing and showcasing each others e-Portfolios.</li> <li>*Ongoing development of e-Portfolios for staff using a range of platforms...</li> <li>*Staff have met regularly</li> </ul>	<p>1. <u>Te Reo Matatini - Tuhituhi</u></p> <ul style="list-style-type: none"> <li>*Year 5 (29 % - 4 were below) and now 100% are at their expected level (This target has been met).</li> <li>*Year 6 (82% - 9 were below) and now 77% are at their expected level (This target has been met).</li> <li>*Year 7 (100% - 13 were below) and now 43% are at their expected level (This target has <u>not</u> been met).</li> <li>*Year 8 (45% - 5 were below) and now 75% are at their expected level (This target has been met).</li> </ul> <p>2. <u>Ākonga - Kaiako - e-Portfolios</u></p> <ul style="list-style-type: none"> <li>*All Te Huringa ākonga have e-Portfolios and have been entering at least 1 item every 2 weeks, with support from Te Huringa Tuakana and our Digital Technologies support Leader.</li> <li>*All Kaiako have developed their e-Portfolios and are confidently using this for appraisal purposes.</li> </ul>	<p>1. All Ākonga have made gains from their starting point. However the Y7 students didn't make sufficient gains to reach the target.</p> <p>Some reasons for why Year 7 target might not of been met:</p> <ul style="list-style-type: none"> <li>• Variance of teacher's expectations and moderations</li> <li>• With the introduction of English programmes at Year6, this could have interrupted the progression of Tuhituhi Maori</li> <li>• Specialisation programmes interrupts normal programmes</li> </ul>	<p>1. <u>Te Reo Matatini - Tuhituhi</u></p> <ul style="list-style-type: none"> <li>• Have ongoing implementation of PLD knowledge</li> <li>• Develop planned specialised programmes, aimed at accelerating targeted learners</li> <li>• Have ongoing professional discussions</li> <li>• Utilising the school curriculum leaders of writing or strategies from in-school PLD modules.</li> </ul> <p>2. <u>Ākonga - Kaiako - e-Portfolios</u></p> <ul style="list-style-type: none"> <li>• Continue to grow teacher knowledge and confidence in using different platforms and formats.</li> <li>• Add more content which is current and relevant.</li> </ul> <p>3. <u>Innovation across Te Huringa</u></p> <ul style="list-style-type: none"> <li>• Being flexible and adapting to the innovative needs of the students learning.</li> <li>• Integrated planning</li> </ul>

<p>through conferencing and monitoring across the team.</p> <ul style="list-style-type: none"> <li>*Took small steps to ensure all Kaiako gained confidence</li> <li>*Our team has a Digital technology specialist who caters to staff needs.</li> </ul> <p>3. <u>Innovation across Te Huringa</u></p> <ul style="list-style-type: none"> <li>*All Ākonga and Kaiako are developing growth mindsets: This is an ongoing development.</li> <li>*Student voice will assist in forward planning for next year</li> </ul>	<p>3. <u>Innovation across Te Huringa</u></p> <ul style="list-style-type: none"> <li>*Mindsets have changed in ways that see better attitudes to learning and more positive behaviours amongst the ākonga.</li> <li>*It has been noted that attitudes of Kaiako are changing as now Kaiako are learning to take note of what students are wanting to learn and not what Kaiako want to enforce on to them. Therefore listening to student voice and choice, and co-constructing innovative learning programmes to meet these needs</li> </ul>	
<p><b>Planning for 2019:</b></p> <ul style="list-style-type: none"> <li>• Concentrated support by Pouārahi for targeted Year 8 ākonga</li> <li>• Continue to target specific groups into performance appraisal, team meeting discussions, 3 way conferences.</li> <li>• Provide opportunities for teachers to choose modules of learning during staff meeting, to build teacher capability.</li> <li>• Ensure greater engagement of parents in learning programmes.</li> <li>• Continue the Whanau Tautoko Programme.</li> <li>• Special emphasis on encouraging student attendance through incentives</li> <li>• Ongoing encouragement in digital learning at various levels for Kaiako and Ākonga also through Mindlab programme.</li> </ul>		

# Analysis of Variance Reporting



School Name:	Finlayson Park School, Te Roopu Reorua	School Number: 1275
<b>Strategic Aim:</b>	To ensure students in Te Roopu Reo Rua reach their highest potential in Te Reo Maori Oral Language proficiency.	
<b>Annual Aim:</b>	To increase the number of students achieving At or Above in Te Reo Oral Language to 70%.	
<b>Target:</b>	At all year levels, to move 70% of students who are working 'Below' Te Reo Maori Oral Language expectations to AT/Above by the end of 2018	
<b>Baseline Data:</b>	<p>Analysis of Te Roopu Reorua Oral Language data in February 2018 showed the majority of students were working below expectation. Data showed only 8 out of 162 students could identify 24 objects in Maori within the 30 seconds the test requires.</p> <p><b>End of Year 2018 Findings</b></p> <p>Te Reo Maori oral language data shows steady gains across all Year levels in 2018.</p> <p>Years 7 &amp; 8 show targets were met.</p> <p>35% of students across Years 3, 4, 5 &amp; 6 identified items within the range of 20 – 23.</p> <p>Years 1,2,3,4,5 and 6 will be Target Groups for 2019 as Years 2,3,4,5,6 and 7.</p> <p>Years 7 &amp; 8 will now be tested at the next level using 'Te Takapiringa' assessment tool.</p>	



<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Student's oral language progress was measured at the Beginning Middle &amp; End of 2018. All levels were tested using the 'Picture identification' component within the 'Kia Tere Tonu' assessment tool. Students were required to identify 24 pictures in Te Reo Maori within 30 seconds.</p> <p>Teachers collaborated to develop Te Reo Maori Oral Language progressions for each Year level to inform planning utilize for formative assessments.</p> <p>Te Reo Maori activities were used by the Team Leader as 'Ice Breakers' meetings to promote interesting and fun ways of teaching Te Reo Maori lessons.</p> <p>Teachers were accessed to the ?? Oral language resource that contained lessons on teaching numeracy and literacy to early language learners.</p> <p>At the end of the year, data was collected and analysed by the Team Leader and a specialist Bilingual teacher, to decide on the direction for 2019.</p>	<p>All students made progress in Te Reo Maori Oral proficiency during 2018.</p> <p>The following Year levels exceeded the Target of 70% in 2018</p> <ul style="list-style-type: none"> <li>Years 7 &amp; 8 (10% - 15 students)</li> <li>Years 3 – 6 (35% - 45 students)</li> </ul> <p>55% of students within the following Year levels did not met the Target for 2018</p> <ul style="list-style-type: none"> <li>Years 2, 3, 4, 5 &amp; 6 (55%)</li> </ul> <p>Teachers were able to use Te Reo Maori Oral language progressions for each year level as a point of reference to inform daily planning and learning intentions.</p> <p>Oral language proficiency improved significantly in Years 5, 6, 7 &amp; 8.</p> <p>Senior teachers opted to deliver lessons based on the competence of teachers on this subject</p>	<p>The limited language capability of students upon entry and across all Year levels.</p> <p>Inconsistent use of Te Reo Maori as the language of delivery across all year levels.</p> <p>A higher emphasis on formative methods of assessing students' oral proficiency such as presentations for waiata, mihi, karakia and performing arts by teachers.</p> <p>Teacher mindsets around bilingual approaches to learning impacted on the quality of Te Reo Maori oral language programs in class.</p> <p>Inconsistent provision of opportunities for students to practise or engage in effective and innovative oral language activities.</p> <p>Prioritising student progress in English language achievement.</p>	<p>All students to set vocabulary building in Te Reo as a goal for 2019.</p> <p>Teachers to provide assessment information for the purpose of moderation as a syndicate at team meetings twice a year.</p> <p>Continue to increase kaiako knowledge and skills to teach Te Reo oral language programs through professional development led by Team leaders as well as external facilitators.</p> <p>All year levels to present a Te Reo Maori activity at syndicate and team Celebration assemblies.</p> <p>Te Reo Maori certificates and awards to be issued as the Grand presentation at team assemblies based on data achievement.</p> <p>Teachers to organize 2 Rumaki Reo CAFÉ events within syndicates to provide opportunities for students to practise productive language and new learning in other contexts.</p>

#### Planning for next year:

- 1) Team Leaders and external Te Reo specialists to support Classroom Oral language programs by delivering Professional Development at syndicate / staff meetings and prioritising Te Reo Maori oral language programs in syndicate planning.
- 2) Investigate community organizations who provide cultural strengthening services to raise cultural competence within the teachers, students, whanau and community.
- 3) Work in syndicates to build cultural capacity, confidence and foster a positive attitude to learning Te Reo through performing arts, fitness, games and integrated inquiry learning.



# FINLAYSON PARK SCHOOL



## Sia Mo'ui – 2018

### 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.

### Goals for 2018:

- Develop Tongan Reading PM Benchmark Assessments 2018 and trial them at the END of the year.
- Use newly developed Tongan Gloss Assessment tests to show progress for all students in 2018.

### **Goals 1-Achieved- Tongan Reading PM Benchmark 2018**

- Assessment tool –Tongan Reading Assessment PM Benchmark 2018 have been developed by all Sia Mo'ui staff who work collaboratively and the use of resources: FPS IPI.
- Trialling of Tongan Reading PM Benchmark Assessments: Sia Mo'ui team has started to use the Tongan Reading PM Benchmark to test the students' achievements in Tongan reading language in Term 4.

LEVELS	Working towards	At	Above	Total
	End	End	End	End
Yr 1-8	52	41	22	115

### **Goals 2-Achieved- Sia Mo'ui Tongan Gloss Test trialled.**

#### **1. What did our team do?**

- Trialled the Tongan Gloss Assessment.
- Teachers tested both in the English and Tongan Gloss test.

#### **2. Outcome**

- Teachers stopped testing the Tongan Gloss test to students that has been tested in the English Gloss test
- Only for the Tongan students (Non English speakers) are tested.
- Teachers felt it wasn't fair on the students because it is not about testing the understanding of the languages but about strategies and methods.
- Teachers found that the gloss test was difficult for the students to comprehend, challenged by the vocabularies of the test and which did not give a true indication of the students gloss stage information

### **Recommendations for 2019:**

- Use newly developed Tongan Reading PM Benchmark Assessment Tests in Nov 2018 for students in Sia Mo'ui to gather baseline data ready to show progress in term 4 2019.
- Begin to develop a Tongan 5.1 test. Use established English 5.1 test as a guideline to identify the expectations and skills required at New Entrants level as soon as possible.
- Trialling Tongan 5.1 test as soon as it is finalised.

# Analysis of Variance Reporting: Samoa Writing



School Name:		Finlayson Park School, Samoan Bilingual Unit	School Number: 1275
<b>Strategic Aim:</b>	All students are able to access <i>The New Zealand Curriculum</i> as evidenced by achievement.		
<b>Annual Aim:</b>	To increase the number of students achieving at or <i>above</i> in the Samoan Written Language to 80%.		
<b>Target:</b>	At all year levels, to move 80% of the students who are working 'below expectation to at/above by the end of the year.		
<b>Baseline Data:</b>	<p>Analysis of school-wide writing data in November identified that a group of students are still working below expectation. The following year groups stood out as a target group for 2018.</p> <ul style="list-style-type: none"> <li>• Year 5, (60%) 18 students</li> <li>• Year 7, (35%) 6 students</li> </ul> <p><b>Analysis of the data also indicates:</b></p> <ul style="list-style-type: none"> <li>• Years 1, 2, 3, 4, and 8 students for Samoan Writing, targets were met.</li> <li>• Year 5 and 7 groups will now be target groups for 2019 but as Year 6 and 8.</li> </ul>		

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Teachers analysed their class data and identified students working just below expectations.</p> <p>Teachers structured lessons using the Gagana Samoa Curriculum for planning and teaching support.</p> <p>Mua O Gagana Samoa resource was used in all Year levels for a collective understanding of the writing indicators.</p> <p>Pre and post assessments conducted by teachers to inform Samoan language competency against indicators.</p> <p>Interventions are put in place by team leaders e.g. modelling lessons, group teaching, and to support with planning.</p> <p>At the end of the year, data was collected and analysed by the team leaders to decide on the direction for 2019.</p>	<p>All students made progress during the year in Samoan Writing.</p> <p>The following year levels met the target of 80% in 2018</p> <ul style="list-style-type: none"> <li>Years 1, 2, 3, 4, 6 and 8 students for Samoan Writing, the targets were met.</li> </ul> <p>The following Years levels did not make target for 2018.</p> <ul style="list-style-type: none"> <li>Year 5, (60%) 18 students</li> <li>Year 7, (35%) 6 students.</li> </ul> <p>Teachers were able to use the Samoan Literacy resources and understanding the writing indicators as a point of reference to support writing practice.</p> <p>The Samoan writing improved immensely especially in years 1, 2, 3, 4, 6 and 8.</p> <p>Teachers tracking and monitoring the progress of learners throughout the year, especially the targeted students.</p>	<p>Teachers hold high expectations for student achievement in Samoan writing.</p> <p>The Samoan Writing has been a key focus for improvement in 2018.</p> <p>Regular team meeting and professional development with the support of in class teacher modelling has helped lift teacher practice.</p> <p>Samoan cultural and traditional practices have helped students see the connection between the oral and written language.</p>	<p>All teachers will ensure that student goals are more specific and clearly understood.</p> <p>Teachers will continue to improve (content) of Samoan Writing especially for the Years 5 to 8.</p> <p>Continue to increase teachers' knowledge and skills for teaching Samoan Writing through professional development led by Team Leaders.</p> <p>Team leaders to support Samoan writing moderation Mid and End of Year for 2019.</p>



#### Planning for next year:

- Target groups for 2019, Years 6 and Year 8
- Key targets for Years 1, 2, 3, 4, 5, 7 (85%), Year 6, (75%) and Year 8, (70%) to be at or above by the 2019
- Continue to provide professional development in Samoan Writing across all year levels.
- Provide in class support especially for those students in Years 6 to 8 that are working below expectation.